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ABSTRACT

This report provides advice to those setting up or developing resource centers for teachers in widely differing social, economic and educational conditions, and is offered to teachers, administrators, and organizers of teachers' centers to assist them in their efforts to improve the quality of teaching in schools throughout the British Commonwealth. The report is divided into three sections: (1) the philosophy of teachers' resource centers; (2) the possible functions of a teachers' resource center, including ideas about professional development, support services for teachers, the acquisition, production, and distribution of teaching resources, social and recreational services for teachers, and a center for community involvement in education; and (3) management issues involved in the organization and administration of teachers' resource centers including objectives, location, accommodation, center management, program, staff, equipment, finance, day-to-day running of the center, and networking. (DB)

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Teachers' Resource Centres

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"If you would try to divest a centre of its personality - its people, place, time, problems - and get down to its generalised basics in order to replicate it, give up. The basics of a teachers' centre **are** its personality - leadership, followership, grassroots idiosyncracies. Any new centre must start on its own. Trying to abstract and segment someone else's experience, you will lose their essence - and not find your own."

Kathleen Devaney 1976.

CONTENTS

PREFACE 1

INTRODUCTION 3

SECTION ONE : THE PHILOSOPHY OF TEACHERS' RESOURCE CENTRES 7

TEACHERS AS PROFESSIONALS 7

A PLACE AND A CONCEPT 8

BREAKING DOWN THE TEACHERS' ISOLATION AND OTHER BARRIERS 9

SOME ELEMENTS BASIC TO A CENTRE AND ITS PHILOSOPHY 9

1. Support for Teachers 10
2. Neutrality 10
3. Relevance 10
4. Flexibility 11
5. Education not Training 11
6. Teachers as Providers as well as Consumers 11
7. From Solution-Centred to Problem-Centred 12
8. Professional Atmosphere 12
9. From Small Beginnings ... 13
10. Locality 13
11. Democracy 14

SECTION TWO : POSSIBLE FUNCTIONS OF A TEACHERS' RESOURCE CENTRE 15

INTRODUCTION 15

A. THE PROFESSIONAL DEVELOPMENT OF TEACHERS 16

1. **A Base for the In-Service Education of Teachers** 16

Workshops 16
Working Parties 17
Lectures 18
Courses 18
Conferences 19
Summer Schools 19
Activities Involving Pupils 19
Facilities for Private Study 20
Correspondence Courses 21
Audio and Video Tapes and Cassettes and Micro-computer Software 21
Induction Courses for Newly Qualified Teachers 22
Support for Student Teachers on Teaching Practice 22
Residential Courses 23

2. **Encourage Teachers to Play an Active Role in Educational Innovation** 23

Curriculum Material Development 24
Continuity of Learning 24
Adapting National Curricula 24
Teaching Methodology 25

School Organisation and Management 25
Resource Production 25
Subject Associations 26

3. **An Advisory Service for Teachers** 26

Personal Visits to the Centre 27
School Visits 27
Distance Advice 28
Meetings of Teachers 28
Professional Counselling 29
Personal Advice 29

4. **An Information Agency** 30

Personal Contact 31
Written Contact 31
Displays 32
Exhibitions 34
Library 35

5. **An Informal Meeting Place for Educationists** 36

B. SUPPORT SERVICES FOR TEACHERS 37

1. **Reprographic Services** 39

Photocopying 39
Duplicating and Printing 39
Typing 40
Graphics 40
Silk Screen Printing 41
Laminating 41
Collating 42
Binding 42

2. **Art and Craft Workshop Facilities** 43

Two and Three Dimensional Art Tools and Materials 43

Modelling Tools and Materials 44

Woodwork and Metalwork Tools and Materials 44

Tools and Materials for Local Crafts 44

3. **Photographic Facilities** 45

4. **Audio and Video Recording Facilities** 46

5. **Micro-computer Facilities** 47

6. **Facilities for the Loan and Repair of Technical Equipment** 48

C. THE ACQUISITION, PRODUCTION AND DISTRIBUTION OF TEACHING RESOURCES 49

1. **Acquisition of Resources** 50

Commercially Produced Resources 50

Resources Produced by Central or National Agencies 52

Resources Produced by Individual Teachers 53

Resources Produced by Teachers' Working Parties 53

Resources Collected and/or Produced by the Centre 54

Resources Produced by Subject Associations and Committees 54

Resources Produced in Collaboration with Local Institutions 54

Resources Produced in Collaboration with Local Firms 54
Resources Produced in Collaboration with Local (or Central)Government 55
Resources Acquired by Exchange Between Teachers' Resource Centres 55

2. Production and Distribution of Resources 55

3. Organisation of Resources 56

4. Advertising Available Resources 57

D. SOCIAL AND RECREATIONAL SERVICES FOR TEACHERS 57

1. A Lounge with Light Refreshment Facilities 58

2. Catering Facilities 59

3. A Programme of Social Activities 60

4 Recreational Activities 60

5. Retired and Unemployed Teachers 60

E. A CENTRE FOR COMMUNITY INVOLVEMENT IN EDUCATION 61

1. A Community Information Service 62

2. Co-operative Learning 63

SECTION THREE: MANAGEMENT ISSUES IN THE ORGANISATION AND ADMINISTRATION OF TEACHERS' RESOURCE CENTRES 67

A. OBJECTIVES 67

General 67
The Professional Development of Teachers 68
Support Services for Teachers 68
The Production and Distribution of Teaching Resources 69
Social and Recreational Services for Teachers 69
A Centre for Community Involvement in Education 70

B. LOCATION 70

1. Access 71
2. Services 71
3. Links with Other Services 72
4. Independent Siting 72

C. ACCOMMODATION 73

1. Education 74

Meeting Rooms 74
Workshops 75
Individual Study 75

2. Resource Services 75

Resources for Loan 75
Resource Production 76
Centre-used Resources and Equipment 76

3. Exhibition Areas 77

4. Technical Support Services 77

5. Social and Recreational 78

6. Staff 78

7. Centre Administration and Staff etc. 78

8. Garaging 79

9. Security 79

10. Residential Accommodation 79

D. CENTRE MANAGEMENT 80

1. (a) Management Committee 80

(b) Advisory Committee 81

Constitution 81

Representation 82

Frequency of Meetings 83

Location of Meetings 83

Chairman 83

Secretary 83

Term of Office 84

Election or Nomination 84

Size 85

2. Sub-Committees 85

Aspects of the Work of Sub-Committees 85

Representation 87

Frequency of Meetings 87

Location of Meetings 87

Chairman 85

Secretary 88

Term of Office 88

3. **Essential Matters for Management/Advisory or Sub-Committee Purview** 88

E. PROGRAMME 89

1. **Relevance** 91

Support Services for Teachers 91
Social and Recreational Services 92
Opportunities for Community Involvement in Education 92

2. **Good Leadership** 92

3. **Publicity** 92

A Termly Programme (What's On) 93
A Teachers' Resource Centre Correspondent 93
Centre Staff Visits to Schools 94
A Termly Newsletter 94
Local Radio and/ or Television Advertising 94
Exhibitions 95
Sampling Teachers' Needs 95

F. STAFF 96

1. **Characteristics, Status etc** 96

2. **Complement** 98

Leadership 99
Secretarial 99
Accounting 99
Technical 99
Catering 99
Maintenance 100
Transport 100

G. EQUIPMENT 102

1. **Considerations Influencing Equipment Selection** 102

Centre Policy and Priorities 102
Available Funds 102
Availability of Equipment 103
Appropriateness in Local Terms 103

2. **Equipment Requirements of a Centre** 103

Equipment for the Administration Areas 104
Equipment for Educational Activities 104
Resource Equipment 104
Equipment for Leisure and Recreational Areas 105
Other Equipment 105

H. FINANCE 106

1. **Establishment Costs** 106
Site 106
Building 106
Access 106
Grounds 106
Furniture and Fittings 106
Equipment 107
Materials and Resources 107
Storage Facilities 107

2. **Running Costs** 107
Staff Salaries 107
Office 108
Publicity 108
Resources 108

Equipment 108
Furniture 108
Building and Grounds 108
Transport 108
Capital Depreciation and Obsolescence 108
Funding 108

3. **Cash Sales** 109

4. **Internal Funds** 110

I. DAY TO DAY RUNNING 110

J. NETWORKING 113

1. **Educational Provision Network** 114

2. **Teachers' Resource Centre Network** 115

PREFACE

Educators everywhere are concerned with the need to improve the quality of schooling offered in their countries. Commonwealth Ministers of Education at their Eleventh Conference in Barbados in October 1990 concentrated on this vital issue. It is a recurring theme in any deliberations on educational change and development, and within that context the centrality of teachers -- their preparation, in-servicing and resourcing -- is constantly reiterated.

Since its publication in 1984, Harry Kahn's useful handbook on **Teachers' Resource Centres** has been in constant demand, and we are pleased to reprint it now.

The handbook is based on the advice of a pan-Commonwealth group of experts. The final version was arranged and edited by Harry Kahn. The book provides advice to those setting up or developing resource centres for teachers in widely differing social, economic and educational conditions, and is offered to teachers, inspectors and organisers of teachers' centres in their efforts to improve the quality of teaching in schools throughout the Commonwealth.

This is an interim version: a complete revision of the handbook is planned which will take account of recent developments throughout the Commonwealth. In the meantime, we hope that this reprint will be of assistance to teachers, heads and education officials.

Peter R C Williams
Director
Education Programme
Human Resource Development Group

INTRODUCTION

During the past ten to twenty years Centres for Teachers have been established in many countries of the world. These Centres have been given differing names - Resource Centre, Pedagogic Centre, Teachers' Centre etc. but, whatever their name, they have usually set out to meet a similar need, namely, support for teachers. In the UK., where the idea of a grassroot orientated Teachers' Centre was born in the mid 60's, they have given teachers a place to meet together as equals to exchange ideas and expertise. The emphasis here was on the teacher-professional who had a contribution to make which goes beyond teaching in the classroom. The very name was intended to emphasise that the Centre is primarily the teachers'. In other countries, Centres began as Resource Centres where teachers could turn for back-up materials and equipment for use in the classroom. Particularly with the geometric growth of technology and the use of sophisticated equipment - from early beginnings with slides and filmstrips, through colour films and television, to the current introduction of micro-computers - schools have relied on a central institution which could supply them with the hardware they could not afford or justify purchasing for just one school. This included so called "reprographic" facilities which enabled the teacher to photocopy, duplicate and/or print, photograph, film and record on magnetic tape materials for use in the classroom.

The differences between the types of Centres rapidly becomes blurred as teachers using them demand an expansion of their functions. The Resource Centre soon finds that it is running workshop courses to show teachers how to use its equipment and before long this expands to the creative uses of the equipment. The Teachers' Centre is called on to provide back-up facilities to workshops and working parties to enable them to record their activities, print curriculum materials they have created and to provide courses to teach them how to operate newly purchased items of equipment.

This Handbook on Teachers' Resource Centres is an attempt to bring together the different strands and to provide a clear picture of the current state of the art. Its primary aim is to give those charged with setting up new Centres and those already engaged in running existing Centres a practical guide which will help them in their work. By its very nature this means that the Handbook is a comprehensive one, but it is hoped that its all-inclusiveness will not frighten away the potential user. Throughout the Handbook it is stressed again and again that it is not anticipated that any one Centre should carry out all the functions described nor meet all the aims and objectives listed. On the contrary, it is preferable to start small and build up as demand shows in which directions local teachers require the Centre to develop. This too is emphasised in the Handbook.

One of the main features of existing Centres and one which it is thought has led to their success, is their localised nature. They cater for the particular needs of the teachers in their area. This has given existing Centres a degree of uniqueness while still reflecting a common ethos. Readers are recommended to concentrate on what it is practical to achieve in their own particular area given available human and physical resources, and the needs of the teachers and of the educational system. It is, therefore, antici-

pated that readers will dip into the Handbook using it as a reference book rather than seeing it as a description of utopia.

One phenomenon which has marked those who have been called upon to lead and work in Centres has been their willingness and even eagerness to share their knowledge and experience with their colleagues working in other Centres in their area, their country and in other countries. While it is hoped that what is written in this Handbook about Centres will assist those starting out to set up Centres or already working in them, it is also hoped that it will lead them to contact their colleagues in areas where Centres might be more firmly established who would normally he happy to share their firsthand experience with them. The Commonwealth Secretariat is available as a "Clearing House" to put leaders in touch with each other to their mutual benefit. In this way it is hoped that different patterns of Teachers' Resource Centres will continue to develop thereby assisting teachers to improve classroom practice and the education we provide in all parts of the Commonwealth as we enter the 21st century.

SECTION ONE : THE PHILOSOPHY OF TEACHERS' RESOURCE CENTRES

TEACHERS AS PROFESSIONALS

The pace of change in today's world is still accelerating from day to day. This change is not only one of new technologies but also one of new relationships between youth and adults, populations and their governments, members of the sexes one vis-à-vis the other and, what concerns us in this handbook, between the pupils we educate and their teachers and between these teachers and those who hold the "power" in the educational system.

In many countries the "frontal-system" of classroom **teaching** is giving way to more co-operative ways of **learning** where the pupils have a contribution to make and the teacher is no longer expected to be the authoritarian source of all information. Changes in society to greater participation by the average citizen will lead to some moves, however small and gradual, in this direction even in those countries where at present this may still sound unlikely.

Parallel with this greater "openness" in the classroom has come a recognition that classroom teachers are professionals who have much to contribute to the improvement of the country's educational system once it is recognised that, given the right kind of support,

their potential for development is almost limitless. Recognising teachers as professionals and supporting them in their work is the aim of the Teachers' Resource Centre as conceived in this handbook.

A PLACE AND A CONCEPT

"The Teachers' Resource Centre is both a place and a concept, a place where skills are improved and innovations shared, and a concept of professional growth which values the integrity of each teacher's work. It can respond to the needs of teachers and enhance their professional growth in a positive and constructive way. The Centres emphasise an active approach to learning and special attention is paid to maintaining an informal atmosphere, encouraging interaction among participants and building self-confidence as well as knowledge." This view, as expressed by two writers on Centres in 1976*, encapsulates very neatly the philosophy behind the work of a Teachers' Resource Centre in the broadest sense.

In those countries where, over the past decade or two, Centres have been opened, their immediate success, especially among primary teachers, has stemmed from the function of support to the teacher as a professional which has been the main plank in their philosophy. The Centres are really "of the teachers, (run) by the teachers, for the teachers" as is implicit in their very name of Teachers' Resource Centres, where the apostrophe at the end of the word teachers is all significant.

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* C Levine and R Horwitz : The Teacher Center Inc. (Newhaven, Connecticut): A Case Study. (Educational Leadership USA Vol 33 No 6 March 1976 -Association for Supervisors and Curriculum Development.)

Fundamental to the Teachers' Resource Centre approach is a belief that the kind of learning teachers need and want to do can best occur in an atmosphere which is inviting, hospitable, supportive and non-evaluative.

BREAKING DOWN THE TEACHERS' ISOLATION AND OTHER BARRIERS

Teaching can often be a lonely, isolated task. Teachers in a small school sited on some remote island or in some inaccessible rural location are obvious subjects for a sense of isolation because they are far removed from the decision-making bodies in their country, are visited very infrequently by advisers, inspectors or tutors, have little or no access to resources and support services and are unlikely to enjoy significant contact with more than a handful of other teachers. Even when the teachers are in a large school in an urban conurbation they can still be isolated in a classroom with thirty or forty children, hungry for professional support through meeting and talking with colleagues in other schools who share similar problems and other educationists who can give advice, help and support in improving individual morale and skills in the classroom.

Centres try to make it one of their primary functions to assist in breaking down these barriers so that they are a meeting point for kindergarten teachers and their secondary colleagues, teachers and administrators as well as classroom practitioners with advisers, inspectors and college lecturers. The resultant interchanges of ideas, advice, opinions, etc. can lead to a cross-fertilisation of professional experience which can benefit the teacher in the classroom in particular and the educational system as a whole.

SOME ELEMENTS BASIC TO A CENTRE AND ITS PHILOSOPHY

Separate elements in the underlying philosophy and in the ways of working of the "Ideal Teachers' Resource Centre" may best be sum-

mc ised under a number of distinct headings though the elements are to some degree overlapping. While normally a Centre will combine several of these elements, it should not be considered mandatory for a Centre to incorporate them all.

1. **Support for Teachers**

The primary task of any Teachers' Resource Centre whether it serves a small and concentrated teacher population or a large and diffuse one, is to give the teachers of the area the support which is relevant to **them** and to their daily work in the classroom. Since the type of support that teachers may require almost inevitably varies according to local and regional circumstances this will give each Centre its own distinctive flavour. In some areas, the support will be more in terms of resources — hardware and software — in others, the emphasis may be more on workshops and in-service education courses, while in yet other areas, more structured support may be required if the teachers are mainly untrained.

2. **Neutrality**

The Centre should be a neutral meeting ground for all those concerned with the education of our children. None should come to assess the other, rather to assist in mutual help. Everyone, whether they be administrators, the head teachers or principals of a school, newly qualified or even unqualified teachers, should feel free to expose their weaknesses and strengths in a mutual search for improvements.

3. **Relevance**

The services and support which the Centre offers should always seek to be relevant to the practical needs of the classroom practitioners and their pupils. Activities should take place

because discussions with teachers have established their relevance and not only because someone "above" feels it would "be good for teachers" or the system.

4. **Flexibility**

The programme of courses, workshops and other types of resources, which the Centre offers to teachers should always be flexible enough to deal with an "immediate cry for help" and reflect the changing needs of teachers and the educational system. The Centre and its staff must be sensitive to the needs of the teachers it serves and be conscious, at all times, of the danger that bureaucracy can easily oust flexibility in any organisation.

5. **Education not Training**

If one recognises teachers as professionals, and even as yet unqualified teachers as potential professionals, then one cannot relate to them as mere employees to be **trained** what to do and how to do it, and expect them almost blindly to carry out instruction received as part of this training. Professionals are **educated**, that is they are given the tools for the job and then trusted to apply them with understanding. Even in the very process of in-service education they, with their experience in the classroom, will have a contribution to make.

6. **Teachers as Providers as well as Consumers**

It clearly follows that if teachers are recognised as professionals they will not only seek in-service education and support for their own work in the classroom but they will be able to act as leaders of workshops, working parties and courses. At one moment one might utilise their personal strength to share with other colleagues, while at other times they would benefit

from the greater expertise of these same colleagues on a different topic. There will no doubt still be many occasions when the service of an outside "expert" will be called upon (college tutor, adviser, inspector, lecturer, etc.) but equally there will be occasions when inner resources are utilised. This will be particularly applicable when activities are organised for unqualified teachers.

7. **From Solution-Centred to Problem-Centred**

In the rapidly changing technologies and relationships of the present era, it is almost impossible to find solutions which can be imparted to classroom practitioners as universally applicable. So the Centre should move from a solution-centred approach, where the "experts" arrive with their pre-packaged solution to transmit to their listeners, to the problem-centred approach with its emphasis on diagnosing and studying problems, sharing expertise, calling on outside resources and thus finding appropriate solutions to the real situation.

8. **Professional Atmosphere**

The elements in the Centre philosophy suggested above call for the greatest emphasis possible, in the light of economic restraints, on creating a professional atmosphere in the Teachers' Resource Centre. The intention here is both as regards the building, rooms and furnishing as well as the relationships set up by the staff of the Centre with the teacher population they serve. It calls on the one hand for a non-institutional building and on the other for an "open" director who probably, not too long ago, was a successful teacher. The important feature of the director, whether he is in charge of a large or small Centre, is that he commands the professional respect of his staff and the wide range of teachers and visitors who use the Centre.

9. **From Small Beginnings ...**

Relevance is measured not only in terms of content but also in form. A Centre which is lavishly housed and equipped against a background of schools struggling to meet daily needs, is unlikely to have much relevance for the classroom teacher. Whereas, a Centre which makes a modest beginning and seeks to offer realistic support for teachers, is likely to attract a growing clientele. It can then expand its material and human resources as demand dictates. In this way, it is much more likely to retain credibility in the eyes of teachers and the community as a rational and realistic institution.

The following two elements in the philosophy of a Teachers' Resource Centre will clearly not be relevant to every situation in every country and should therefore be thought of more as desirable than essential.

10. **Locality**

For the classroom practitioners to be able to participate in the activities of the Teachers' Resource Centre and turn to it for support, it should ideally be sited within easy reach either of the schools or homes of the teachers it serves. This also enables it to be in closer touch with the changing needs of the teacher population, the schools and the local education authority. Where, for geographical reasons, this is not possible, a main Centre with "satellites" might prove to be a possible alternative for making the Centre's facilities available to teachers. New technologies combining the use of the telephone and the television screen could, in the not too distant future, become yet another method of contact between teachers remote from the Centre and its support service.

11. Democracy

Reference has been made to the importance of the apostrophe after the word 'teachers' in the name Teachers' Resource Centre. Where this point is accepted, the evidence is likely to be seen in a majority of the teachers sitting on the Management or Advisory Committee which determines the overall policy of the Centre. Local colleges, advisers, inspectors and education department representatives would clearly also be represented, but would not constitute majorities. Such representation would be found also on the various sub-committees of the Centre enabling teachers not only to accept that democracy is at work, but to see that it is at work and that the Centre is truly a **Teachers'** Resource Centre, a place where colleagues in the very widest sense of the word, support them in their work.

SECTION TWO : POSSIBLE FUNCTIONS OF A TEACHERS' RESOURCE CENTRE

INTRODUCTION

The success of any educational system depends upon the professional qualities of its teachers. The Teachers' Resource Centre exists to improve these qualities.

One of the problems inherent in the situation of teachers is that, for much of their working time, they are in contact with young immature minds. They need the opportunity to discuss their problems with their colleagues and contemporaries. They need to compare the equipment at their disposal. They need to evaluate their own assessments, their own criteria of progress with those obtained by colleagues in other schools. The Teachers' Resource Centre can offer to the teachers it serves the opportunities for this and much more.

The confidence and the maturity that teachers derive from their Centre will give a sharper cutting edge to their resolve to improve the quality of the work they do, and the work they expect from their children. In this way, general improvements in education will spread in ever widening circles around the Centre.

The possible functions of a Teachers' Resource Centre are divided into five broad categories below. It is not envisaged that every Centre will offer facilities in all five categories. Centres, teachers and others who are involved in formulating their policy, will decide according to local needs and possible funding, which services are most appropriate to the needs of local teachers. The services listed below are not, therefore, prescribed as those a Centre should offer or even a complete list of what might be desirable, but merely as a checklist for consideration. The deciding factor will always be what the real needs of the teachers are as seen by themselves and those responsible for local and national education.

A. THE PROFESSIONAL DEVELOPMENT OF TEACHERS

1. A BASE FOR THE IN-SERVICE EDUCATION OF TEACHERS

It has now become apparent that the professional needs of today's teachers must be viewed from a different angle from that of the past. The notion of in-service training has changed to in-service education. The difference between in-service training and in-service education may seem small on paper but means much in practice. In the light of such an approach to in-service education the types of activities that might be considered are:

Workshops

A workshop activity can consist of a number of meetings at which the leader, often a classroom teacher or head teacher, works together with the participants to make and develop teaching materials - written, audio-visual, manipulative etc - for subsequent trial in the classroom with the possibility of feedback and alteration in the light of experience.

The physical facilities of the workshop and its materials could, wherever possible, also be made available to individual

teachers wishing to come to the Centre to make teaching aids for use with their classes. The scope of the workshop facilities may vary from country to country according to what is locally available. (See Section Two B "Support Services for Teachers, 1. Reprographic Services and 2. Art and Craft Workshop Facilities" pages 39 - 44).

Workshops can also refer to the co-operative sharing of resources, ideas, and experience with a neutral group leader on various topics in the curriculum eg. Mathematics Workshop, Science Resources Workshop, Primary Teachers Workshop etc. It has also become common usage to describe non-structured courses as workshops. These may or may not involve practical working with materials.

Working Parties

This type of activity would bring together teachers working on a particular topic - mathematics, music, science (at the primary or secondary level or, better still, the two working together), mixed ability teaching, local studies etc etc - who, under the leadership of an "expert" in the field or simply with an elected leader and occasional visiting speakers, would critically examine curricula they are using. The outcome could be a report circulated to other teachers in the area, some new curriculum materials, a course at the Centre offering in-depth study of some issue or topic, or simply a decision that all is well with the way the topic is being tackled and the materials being used.

Such working parties can also be set up to examine nationally produced curricula and consider their relevance to the local situation, then, where appropriate, produce suggestions as to their best method of use in the area and/or supplementary materials for use in local schools. The production of such

teacher guides and material is a very valuable form of in-service activity.

Lectures

While the traditional form of lecture is usually a one-way passing of information and may not be the best way of ensuring that the information has actually been transmitted to the listener, the lecture does still have a role to play in the in-service education of teachers. Care should, however, be taken to make the process as two-way as possible by such devices as the arrangement of the seating, allowing ample time for questions and discussion after the speaker has addressed the group and, above all, the selection of a speaker who is "open" and willing to hear other points of view. Often a lecture can usefully be followed by the formation of a working party to continue where the lecture left off and examine the subject in greater depth and from other angles. (This is often called a "Lead-Lecture".)

Leading educationists can be invited to give lectures at the Centre on any matters of common concern to teachers. For example, most teachers will be interested in practical advice on matters such as classroom control, child development and learning. Lectures could also be organised at the Centre for new teachers in need of support in their early years.

Courses

The types of in-service eduction courses mounted by a Centre can be almost limitless. Emphasis should, however, be put, wherever possible on the maximum involvement of all participants in the work of the sessions. Subjects should always be relevant to the current needs of teachers and can include new curricula, new methodology, classroom organisation, instruction in the operation of educational equipment, and new

educational trends and theories. The target population for courses can be unqualified teachers, primary, secondary and tertiary teachers, teachers of one subject in the curriculum, aspiring headteachers, etc. To ensure a maximum cross-fertilisation of ideas, the target population should be made as broad as possible with a mix of the categories above being invited whenever the content can justify this.

Conferences

Where a subject is to be examined in depth this can also be done by organising conferences for one or more consecutive days. This mode has the additional advantage of covering the subject in one discrete period rather than over a number of weeks with one session per week.

Summer Schools

During the summer when both teachers and college lecturers are free from teaching, the time can often be utilised for giving teachers support for their classroom work.

Teachers may also wish to organise themselves and use Centre facilities to carry out research, individually or in a group, into teaching methods. Using the result of their research, they may initiate their own curriculum development within the official syllabus. Their ideas may then be passed on to other teachers who, after testing them, may recommend modifications. Their findings and materials when working well, could then be passed to the Ministry of Education for use in schools over the whole country.

Activities Involving Pupils

Most teachers, when placed in a situation free from any overt or covert assessment, will be willing to share their experience with their colleagues. This will of course, be true at most

Centre activities but can also be applied to activities involving pupils. These can be of two types: a whole class may be brought to the Centre, or a demonstration could be made in a school in the class's normal setting if the school has facilities to permit a small group of visitors to watch the lesson without at the same time disturbing its "normality". Clearly, in neither situation will the lesson-demonstration be quite natural.

A possible alternative would be to use the micro-teaching system where the lesson is filmed with TV cameras, if possible concealed to make them more easily forgettable after a short period.

In every case, the Centre ought to be careful that teachers are not rated as "good" or "bad" as a result of volunteering to do a demonstration. It must be carefully stressed to all involved that the exercise is meant for disseminating of ideas and different methods of teaching and not for assessing teachers' performance.

Facilities for Private Study

Teachers' Resource Centres could also be ideal places where teachers could go for private study. School and other educational text books could be made available for individual use at the Centre. The scope of this facility for teachers need not be restricted to the preparation of work for the classroom, it could also apply to teachers studying for higher qualifications. The availability of books, periodicals and other resources, the proximity of the Centre to the place of work or the home of the teacher, conditions more readily suitable to serious study, are all factors which make the Resource Centre an appropriate place in which to provide facilities for teachers' private study. This facility is clearly linked to the two following ones.

Correspondence Courses

Especially but not exclusively in developing countries, study through correspondence courses has been important in improving the qualifications of teachers. Teachers' Resource Centres could work in collaboration with Universities and Ministries of Education Departments which are responsible for such courses, and when materials are sent out for students, copies could be sent to the Teachers' Resource Centres. The Centre could also be utilised for local seminar groups of teachers studying on the same correspondence course at any one time to meet each other and/or a tutor for the course. This already occurs in countries where an open University exists.

Audio and Video Tapes and Cassettes and Micro-computer Software

Apart from prepared lectures and modules sent to students through correspondence courses, Teachers' Resource Centres could make a collection of educational audio tapes and/or cassettes and make them available for teachers' use either in the Centre or in their own homes. They could then be properly catalogued, according to the subject areas, and be kept at the Centre for either reproduction or loan purposes. If necessary, there could be a small charge for reproduction.

The use of video has also become increasingly accepted in its various forms - tape, cassette and disc - and Centres may feel it appropriate to initiate a similar service for video.

Micro-computers are daily becoming more numerous in all types of educational institutions from the primary schools to the universities. Many programmes already exist which enable, students to augment the written word with micro-computer software as part of a standard course or for independent study. With the rapid expansion of this medium, Resource Centres will

no doubt also feel the need to introduce it to the range of services offered to teachers.

Induction Courses for Newly Qualified Teachers

Many users of the Centre will no doubt be newly qualified or in some cases, unqualified teachers. The Centre can give much support to these teachers at a time when they will be sorely in need of it. Meetings on particular topics can be arranged for them, or more general sessions with advisers, experienced teachers and tutors. "Surgeries", where an adviser is known to be present for consultation at certain times to answer personal difficulties and problems, are also being found to be most effective in places where they have been tried.

Teachers' Resource Centres should therefore try to be in close contact with the students in the Colleges before they graduate. Students, tutors and lecturers in the Colleges should be made aware of what is going on in the Centres and how they may help them in the future to adapt themselves to the teaching situation when they finish their studies.

Support for Student Teachers on Teaching Practice

University and college lecturers could encourage their students to make use of the Teachers' Resource Centre during teaching practice periods when the students are out in the field. When the tutors supervise their students, they themselves could also visit Teachers' Resource Centres in the local areas even giving some professional support to the Centres' personnel where this is appropriate. Teaching materials produced at the University and/or College, which are often thrown away after teaching practice, could be given to the Teachers' Resource Centres for wider use.

Residential Courses

Particularly in areas where teachers are remote from the Teachers' Resource Centre and travel is not easy, emphasis could also be put on residential courses. This would enable a teacher to make just one journey to and from the Centre rather than weekly travel for one session only. It would, however, require release from the classroom with its resultant effect on the continuity of the learning by the children. However, such courses might also be organised during holiday periods. The pros and cons of whether the Centre should be able to provide accommodation on its premises are considered in Section Three C1C, 'Residential Accommodation,' (page 79) in this handbook.

2. ENCOURAGE TEACHERS TO PLAY AN ACTIVE ROLE IN EDUCATIONAL INNOVATION

Teachers, if recognised as professionals, may also be used as a major resource when considering the introduction of educational innovations. Anyway, it will be the teachers who ultimately are called upon to implement such innovation in the classroom. Therefore, one of the possible functions of the Teachers' Resource Centre will be the encouragement of teachers to play an active role in this process.

The term innovation is used here as defined by the Centre for Educational Research and Innovation (CERI) as being " ... not necessarily something new but ... something better which can be demonstrated as such." In this sense, educational innovation refers to groups of teachers examining the present content and methods of the educational process, evaluating their applicability and success in the current situation, and changing and adapting them or introducing new ideas according to their findings. By involving teachers in this process, one will not only tap this source of expertise but one will also be able to try out

new methods and materials in the classroom prior to spending large sums of money in printing and publishing them untried and thus maximise the chances of their eventual success.

The type of activities that could come under this heading are:

Curriculum Material Development

Groups of teachers may discuss the aims and objectives of one or more facets of the curriculum and then produce trial materials for classroom use. This can often have particular relevance on topics which have a "local flavour". A good example is "My Community" in which children are to learn more about the local village, town or city in which they live and its structure and organisation. Curricula on such topics are clearly more appropriately produced at the local than the national level.

Continuity of Learning

Teachers of primary and secondary pupils teaching a particular subject in the curriculum can be brought together to examine what each group is doing and ensure continuity of learning and that all relevant topics in the syllabus are covered.

Adapting National Curricula

In many countries the bulk, if not all, the curriculum taught in the schools is designed at national level. A greater degree of flexibility is slowly being permitted in many of these. However, in every case where material is nationally produced, there will be a need to examine it and the best ways of using it in any local area. Groups of teachers, supported by other professionals, as and when appropriate, can be encouraged by and use the resources of the Teachers' Resource Centre to do this work. Resources, facilities, equipment and staff can assist

teachers in the production of ideas, criticisms and materials which can then be used locally and fed back to the national curriculum body.

Teaching Methodology

Not only innovation in curriculum materials but also in teaching methodology and classroom organisation are constantly under review. The Teachers' Resource Centre can well encourage local groups of teachers to play an active role in this type of work. Topics such as mixed ability teaching, vertical or family grouping can be examined for their suitability and applicability to the local situation and other, newer, ideas developed.

School Organisation and Management

This subject might well be discussed by groups composed of headteachers and heads of departments, and proposals for innovations can be considered by them in consultation with others who have expertise in the field both locally and nationally. Suggestions and materials developed can then be produced by the Teachers' Resource Centre for circulation locally and nationally among teachers, headteachers, schools, colleges etc. In some cases it may even be considered worthwhile by the Ministry of Education to follow up such local innovation with a view to adoption nationally.

Resource Production

There is much that local groups of teachers can do to produce resources for use with existing curriculum materials whether locally or nationally produced. In particular, charts, models, slides, filmstrips, audio and video cassettes, and microcomputer software which will give classroom teachers additional resources to use in their teaching can well be developed by groups of teachers at the local Teachers' Resource Centre.

Again, the best of these might be considered by regional and national bodies for wider use and circulation.

Subject Associations

The Teachers' Resource Centre might well provide the stimulus through a course, lecture, seminar etc., for the formation of an Association of Teachers concerned with a particular area in education. These could be concerned with a curriculum subject - mathematics, modern languages, humanities, physics etc., or with a particular type of pupil - the less able, the gifted etc., or even with a topic such as Pastoral Care. In every case, the Centre would offer its services, equipment and other facilities to aid the group to become established, continue fruitful activities, and give continued support to its members.

In referring above to some of the suggested activities in educational innovation that might be initiated by the Teachers' Resource Centre, use has been made of the term "Groups of Teachers". Possible ways of organising such groups are as follows:-

Workshops (see Professional Development of Teachers 1 page 16)

Working Parties. (see Professional Development of Teachers 1 page 17)

Lead-Lecture (see Professional Development of Teachers 1 page 18)

3. AN ADVISORY SERVICE FOR TEACHERS

Apart from the structured or semi-structured activities which are usually the function of a Teachers' Resource Centre, an advisory service for teachers might be offered. This would help

to ensure efficient and effective education in local schools. It could offer help across the whole spectrum from personal difficulties to those of a group of teachers sharing a similar problem.

The mode of operation of such an advisory service will vary according to the distances to be travelled by teachers to reach the Centre and what personnel are actually stationed at the Centre. Some possibilities are :

Personal Visits to the Centre

Where it is feasible, this method is to be preferred as it gives the immediate possibility of access to the resources of the Centre - the staff, library, equipment, etc. It also means that the teachers while at the Centre might discover facets of the Centres' work that they had otherwise not known about and thus increase their use of the resources and the support it offers.

Where advisers, inspectors, consultants etc. are actually based at the Centre, their expertise would be immediately available to those seeking help. Where they are not sited at the Centre, arrangements could be made for them to hold "surgery-hours", regular times when it is known that they will be at the Centre available to meet with teachers and discuss their problems. These "surgery-hours" would be well publicised to schools. However, the neutral, non-assessing ethos of the Centre should not be forgotten.

School Visits

Here the Centre would act as a link between the "experts" and the teachers with problems. The "cry for help" would be received at the Centre and channelled to someone able to help. In many cases this might be another teacher, on other occa-

sions it might be an adviser or inspector who would then visit the teachers at the school to assist and advise them. Where the "experts" have a base, other than the Teachers' Resource Centre, for receiving teachers, the Centre would simply act as the matchmaker referring the teachers to the appropriate person and place. In the ideal case, the Centre might even be in a position to base a mobile team of "experts" at the Centre whose task it would be to trouble-shoot where and when necessary.

Distance Advice

In particular, where long distances exist between the Centre and the schools, and transport is difficult for teachers (eg. travel between islands, etc.) the advisory service might, as its first recourse, use the telephone, the postal service or, two-way radio to assist teachers in need.

Meetings of Teachers

Where it becomes evident that there are numbers of teachers sharing common problems, the Centre can organise meetings, courses, discussion groups, seminars etc. to give them the opportunity to come together for mutual support, to discuss and to hear from "experts" or more experienced teachers.

In other parts of this handbook suggestions are made for formal communications between the Teachers' Resource Centre and local teachers (Section Three, E3 "Publicity" page 92.) These can also be utilised for the less urgent types of advice needed. An indication of potential problems among teachers can be obtained from the annual questionnaire sent to them, from each school's "Centre Correspondent" and from informal discussions between Centre staff and visiting teachers. Meetings to suit the type of need can then be arranged by the Centre.

Professional Counselling

In particular, newly qualified teachers, and other longer serving members of the profession will often welcome and need advice on planning their personal career development. Where the Centre can offer such an advisory service, or channel teachers to such a service which exists elsewhere in the area, it would be performing a most useful function.

Personal Advice

In addition to the advisory service on professional matters, the Teachers' Resource Centre would be performing a useful function for teachers were it to offer a more personal advisory service. It is in no way contemplated that this service would usurp the functions of either the Teacher Professional Associations (Unions), where they exist, or of the Education Department's Administrative Staff, though the Centre can refer to them any teachers with problems normally dealt with by them (salary, conditions of service, etc.).

The type of service envisaged is one which would assist teachers who are newly qualified, and may be new to the area, to find their way in the community and in the education service.

The desire to move from neglected areas to urban areas is a problem in many countries. This rural-urban drift, with its resettlement problems, adds to teachers' worries at a time when they are trying to settle into new schools and patterns of work. Centres could run a personal counselling service to help teachers with such problems as finding suitable housing for their families, schools for their children and even jobs for their spouses. (Temporary or relief housing could be considered by the employing education authority.)

The Centre could also arrange for fellow teachers to call on these "displaced teachers" to offer assistance, advice or just give moral support. This type of service can often also be appreciated in urban areas of developed countries by newly qualified teachers in their first year of teaching away from home. Even where it is not possible to provide an extensive service to teachers the minimum of a notice board with accommodation available and accommodation wanted will go some way towards enabling teachers to resolve this type of problem and better concentrate their efforts on their teaching in new surroundings.

Other examples are a booklet explaining who is who in education, maps of the local transport system, details of local library and social facilities, a register of rooms, flats and houses in the area available for rent etc.

4. AN INFORMATION AGENCY

Teachers' Resource Centres can serve teachers and other members of the school and community as information agencies. All those in education and with an interest in life-long learning need to keep up to date with teaching material and methods; to keep abreast of new approaches, current developments and innovations; to be aware of new syllabuses and changes in programme requirements; and to keep informed on current trends and forthcoming events in which they might wish to become involved.

The Teachers' Resource Centre, if it serves as a focus for all levels and areas of the education service along with community groups, is well placed to act as such an information agency.

Information comes in a variety of forms spoken and written. The typed letter, the printed book, the response over the telephone, the photograph, the film, the video programme, the computer print-out, the set of slides, the poster, the chart, the map, the radio link, the telegram, the leaflet, the cyclostyled note or photocopied page. In these and countless other ways we convey information, ideas and facts. All are part of the efforts the Teachers' Resource Centre must make to keep its clientele informed. It can assist teachers, parents, community members and education-related groups through:

Personal Contact

- by having a receptionist, director, resource officer and others at the Centre to receive visitors, answer queries, supply background information, give advice and suggest other people who could help
- by having Centre staff who are able to answer telephone enquiries or perhaps maintain a radio link to more distant regions requiring support or assistance
- by visiting schools, community groups, etc.
- by giving talks at school or kindergarten parent-teacher meetings, at meetings of community groups, in libraries, in local authority offices, etc.
- by taking part in talk-back radio and television programmes.

Written Contact

- on a personal-individual basis through letters and on-going correspondence

- on a more widespread scale through regular Teachers' Resource Centre newsletters. These could not only list forthcoming events, new resources, new facilities, new equipment etc. but also recent developments, local news, social items, as well as feature articles to explain new developments in education, new approaches being used in schools or the implications of new equipment or facilities being introduced
- a termly programme informing teachers and others of the proposed activities at the Centre with application forms for each. This would enable potential participants to plan their time for maximum benefit
- leaflets, brochures and posters might be used to advertise specific activities at the Centre, e.g. a summer school, a craft workshop, a lecture series, an outdoor camp, etc.
- a questionnaire at least once per year which enables the Centre's users and potential users to indicate the services and activities which would be most useful to them
- on a more impersonal level, articles in local newspapers or national (or international) magazines and journals, can also do much to advertise and explain the work of the Centre.

Displays

Visitors to a Teachers' Resource Centre will come for a variety of reasons - to attend meetings, take part in workshops, borrow resources, etc. - but while at the Centre they may have their attention drawn by a dramatic display. This incidental or vicarious education is an important part of the Centre's role in stimulating interest in other areas of education, other teaching approaches, new resources and new developments.

Displays should be as eye-catching as possible but not obtrusive. They should be carefully designed and well presented, for the very preparation of a good display is a teaching skill in which the Teachers' Resource Centre must demonstrate high standards. A range of good displays such as children's work, coming events, photographs of new school facilities, new publications etc. does much to create an exciting and lively atmosphere within the Centre. These and other displays show that the centre is a vital and interesting place. But the displays should not be overdone. Crowded, fussy surroundings do more harm than good, indicating a lack of selection, a lack of purpose and a lack of taste.

It is important that, whenever possible, some rooms in the Centre should be left free of displays, noticeboards or other distractions. These are quiet rooms for reading, individual study and relaxation. There are times when teachers want to escape the constant barrage of information, ideas and suggestions and relax in a non-institutional atmosphere. The Centre should recognise this need when arranging its display material and allocation of rooms.

Display panels can also be used effectively around the Centre to create private areas, to screen storage material or unsightly corners of the building, to delimit working areas, to assist traffic flow or to focus attention. They should be well constructed of permanent material, but able to be moved easily to meet the changing needs of the Centre.

The wide range of displays in a Teachers' Resource Centre might include displays on such matters of professional interest as:

- new resources, facilities, activities, etc. available at the Centre

- forthcoming meetings, conferences, seminars, workshops and courses
- vacancies, bursaries, exchange posts, etc..
- educational publications
- timetable and programme notes for school radio and television broadcasts
- a map of the district showing schools and the location of other resource centres eg. libraries, local education offices, etc.
- significant innovations or new developments in education
- local matters of interest
- social events, holiday tours, accommodation to rent, buy, sell or swap advertisements, etc.
- examples of children's work in writing, mathematics, art, science, etc.

Displays can be of all kinds - notices, posters, photographs, maps, prints, children's artwork, essays, poems, newspaper or magazine extracts, book dust-jackets, cartoons, etc. Table-top displays may be of plants or animals, teaching aids such as mathematics aids, games or equipment for infant classes, science apparatus, art materials, items of historical interest, craft-work, woodwork and metalwork models etc.

Exhibitions

From time to time a Teachers' Resource Centre could consider mounting an exhibition of special interest. This collection of material from different sources serves to focus the attention of visitors on a particular issue and may help attract teachers or community members to the Centre. While at the Centre

viewing an exhibition, the visitors, who could be visiting for the first time, may see the Centre and realise its attractiveness and its potential to them in their work and thus become involved in some of its other activities eg. courses, workshops, lectures, etc. An exhibition may also be one of a variety of activities - displays, workshops, seminars, discussion groups, etc. - centred around a single topic of interest.

Exhibitions should be well planned and effectively displayed. Proper provision should be made for the number of visitors expected to view the exhibition and the items on display should be properly protected and secured.

The types of exhibition which a Teachers' Resource Centre might consider are many and varied but could include:

- displays of curriculum materials eg. texts, teachers' guides, records, readers, test material, charts, etc.
- teaching equipment in such areas as science, mathematics, art and crafts, early childhood education, technical subjects, etc.
- teaching aids e.g. films, slides, charts, posters, records, audio and video cassettes, filmstrips, picture packs, books, micro-computer software and hardware, etc.
- examples of children's work in art, language, crafts, science projects, mathematics, social studies, etc.

These exhibitions may often involve a number of different commercial firms and give teachers the opportunity to compare one product with another or to discuss a particular item with the supplier. The firms will often help the Centre with advertising the exhibition or will contribute towards refreshment costs so that the exhibition becomes a social as well as an educational occasion.

Because an exhibition inevitably takes a considerable time to bring together and display, it is usually advisable for the exhibition to be held over several days with evening or weekend viewing also available for those teachers who cannot be released during the day. In this case proper supervision must be arranged.

Library

A library serves to acquire, catalogue, display and make available, information in a wide variety of forms both print and non-print, and as such is an integral part of a Teachers' Resource Centre. Books, newspapers, magazines, journals, photographs, slides, audio and/or video tapes and cassettes, microcomputer programmes, films, records, filmstrips, charts, maps, posters, models, kits, etc. These and other materials are all part of a modern Resource Centre library.

The extent of the library will depend on a variety of factors including finance, accommodation available, staff, numbers and kinds of teachers served by the Centre, community use of the Centre, distance to other libraries, priorities set by the Director and Management Committee, etc., but few Resource Centres would be able to exist without some sort of library, however modest.

5. AN INFORMAL MEETING PLACE FOR EDUCATIONISTS

A later section (Section D page 56) deals with the possible social and recreational functions which a Teachers' Resource Centre can fulfil. However, even where a Centre does not encompass this type of function, it is recommended that at least a lounge with minimum catering facilities be provided since it will enable educationists to meet and exchange ideas in informal and neutral surroundings. It will encourage those who

are visiting an exhibition or taking part in a course, workshop, or working party to come early or, more likely, stay after the activity and continue to discuss educational ideas and problems with those present. This may include not only fellow teachers from other schools, but also those working in educational administration, in colleges of education and members of the community who may also be present. Such mixing can greatly enhance the professional development of teachers.

B. SUPPORT SERVICES FOR TEACHERS

Almost every teacher could do a better job in the classroom given additional support through access to a wider range of resources, technical services and equipment. Most teachers would welcome such assistance in their work.

This type of support for the teacher could be provided at the Teachers' Resource Centre. Additionally, the Centre could offer a loan service to teachers of audio-visual equipment and instructional materials, unavailable in their schools. Even where the Centre's supply of these resources cannot be sufficient to permit general lending to teachers, the possibility of using them on the premises can go some way towards meeting teachers' needs.

The type and quantity of hardware and software required by a Teachers' Resource Centre will vary from country to country and even from Centre to Centre. The main criterion for the selection of the equipment in any one Centre will, however, be whatever helps teachers to do a better job in the classroom. Any equipment that cannot be operated in the kinds of school that the Centre serves, or is too sophisticated for the majority of teachers served by the Centre, should not be stocked unless training in its use can also be provided.

Certain decisions must be taken at an early stage in planning the support services of a Teachers' Resource Centre. These include such issues as:

- Will there be a method for sending the work to be done to the Centre and returning it to the school or individual teacher or must they bring it to the Centre themselves?

- Will the Centre staff do the actual work or must teachers and schools provide the manpower needed?

- Will the services to schools and individual teachers be free of charge or must a payment be made?

- Is a local system of direct debiting against school accounts to be set up or will schools and teachers pay by cash?

- Will the Centre offer periodic training courses in the use of its equipment to local teachers so that they are able to use these items effectively?

- To what extent should Centre services duplicate those offered by others in the region in order that comprehensive service is provided for teachers under one roof?

Policies concerning such matters have important implications for the staffing, equipping and administering of the Centre and also for its budget. They will influence the decisions on how much teachers must do for themselves and to what degree they must pay for the services provided.

While it has been emphasised that each Centre must decide for itself, on the basis of local needs and conditions, which services it will offer and at what level of sophistication these will be, the following may serve as a useful checklist of the kinds of service from which one may choose:

1. REPROGRAPHIC SERVICES

Photocopying*

While some larger schools may have photocopying facilities of their own many establishments will not have access to this most useful facility. In any case, teachers visiting the Centre will often require to copy material on display at the Centre, extracts from books, etc. Additionally, the Centre staff themselves will need access to a photocopier for their work. Thus such a machine is basic to the equipment of a Resource Centre.

The type of photocopier selected will depend on the expected demand for copying, the type of work envisaged, and the servicing facilities available. If the need is expected to be straightforward and unlikely to be great in numbers, a heat copier may suffice. Such a copier can also be used for making ink stencils. If the output is expected to be fairly heavy and varied, the investment in a more sophisticated type of photocopier will be worthwhile.

Duplicating and Printing*

As with photocopying so with duplicating and printing, there will be equipment of different degrees of sophistication available in some or all schools. However, both to supplement the resources existing in schools and for the considerable expected needs for publishing by the Centre itself, duplicating and/or printing equipment will be required as a basic resource in all Centres. Like photocopying, the type of machinery purchased will depend on what can be serviced in the country

* See footnote on page 42

and the expected need. The choice can range from a spirit duplicator through a stencil-ink machine to offset printing. Generally, experience shows that the need grows as the Centre becomes more established.

Typing

The Centre itself will need both a typewriter and a typist to support a variety of centre functions. From a modest starting point, Centres can build up a very wide range of services to teachers and schools. Such services might include:

- pupils' worksheets
- school newspapers and magazines
- new curriculum materials
- reports of working parties' resource materials developed by local teachers.

Equipment required for this purpose ranges from the most modest to the most sophisticated and includes:-

- portable and non portable manual typewriters
- electric or electronic typewriters
- word processors, which have the major advantage over typewriters of being able to store information indefinitely so that it can be retrieved on demand.

Which model is most appropriate will depend on manufacturers' back-up services, the scale of the service the Centre will offer and the financial resources at its disposal.

Graphics

The first decision a Centre will be required to make with respect to graphics is whether the budget and manpower available for it will enable it to offer the services (part or full time) of a graphic artist, or if teachers will have to carry out

their own work. Consideration should be given to the fact that any material is much more attractive when well presented. This is especially true of materials which will be used by pupils, but also applies to Teachers' Resource Centre publicity material.

Art work and lettering can be executed freehand but the use of one of the aids now widely marketed will enhance the quality of the work. These in order of sophistication include:

- stencils
- transferable, adhesive letters and symbols
- headline printers

Once a Centre opts for offset printing it will be almost impossible to produce plates of a sufficiently high standard without careful graphic work. Where it is impossible to employ even a part-time graphic artist, the art department of a local school may be able to offer help to the Centre.

Silk Screen Printing

The value of silk screen printing is that it allows multiple copies of large posters and wall charts to be made in colour at very little cost. It can provide a useful service for teachers if made available at a Teachers' Resource Centre. The apparatus for making a silk screen printer can be constructed by anyone with basic woodworking skills.

Laminating

A service which teachers have found most useful in existing Centres is that of a laminating machine. This enables the life of workcards, pages from magazines and books etc. to be prolonged by the application of a plastic film. The equipment uses heat to stick a plastic film to paper or not too thick card. Funding and anticipated demand will decide whether to purchase

a photographic dry mounting machine or a continuous roll laminator.

Collating*

Any Centre in which printing of multi-page material is done will be involved in collating the sheets. The most basic method of collation is for one or more persons to assemble the sheets by hand. For this purpose any of the following could be used:

- centre staff
- pupils from local schools
- local teacher volunteers
- retired teacher volunteers

Faster collating can be carried out by machines of various degrees of sophistication.

Binding*

There are a number of binding systems that can be considered if the Centre is to publish a lot of printed material, these include:

- the simple hand stapler
- electric staplers
- spiral binders
- ring binders
- professional book binding machinery

As a Centre's publishing work grows, and as it becomes technically more ambitious, so auxiliary equipment to go with its duplicating and printing machinery may need to be added.

NB In each of the above sections marked * it is highly recommended that expert technical advice be sought before deciding on the type and make of equipment to purchase.

2. ART AND CRAFT WORKSHOP FACILITIES

The purpose in offering these facilities is to assist individual teachers in making their own teaching materials and to provide the tools and materials for in-service activities and workshops taking place at the Centre. Teaching materials may be copied from samples held by the Teachers' Resource Centre; others may be created by teachers developing their own ideas using the tools and materials supplied by the Centre.

While the range of crafts covered could be quite large, the Centre will have to be realistic in deciding what space and equipment it can devote to this service, important though it is, and whether or not to charge for the service.

It is recommended that the two and three dimensional art facilities be incorporated in the services of a Resource Centre since these are basic to the preparation of even the simplest teaching aids. More detail is therefore given of the variety of these. A checklist of additional categories of tools and materials is also provided for those areas where teacher demand and finance justify the provision of these.

Two and Three Dimensional Art Tools and Materials

These will enable most teachers to make a variety of teaching aids even if they are not particularly skilled in craftwork. They will also allow the Centre to mount workshop courses to help teachers to improve both their technical skills and the range of their thinking.

The range of items, by no means all inclusive, which could be offered is:

- paper and card (both white and coloured)
- paints and brushes
- glues and paste
- felt tip markers
- scissors and knives

- corrugated cardboard
- polystyrene
- masking tape and cellotape
- rulers and erasers
- transferable adhesive letters and symbols
- coloured pencils crayons
- guillotine
- staplers
- plasticine

Modelling Tools and Materials

- modelling clay
- papier maché (for puppetry)
- pottery wheels
- firing ovens

Woodwork and Metalwork Tools and Materials

- plywood
- balsawood
- wire
- hand tools
- vice or clamp
- softwood
- composition board
- light gauge rod
- power tools (where justified)

(In most centres there is unlikely to be a demand for metalwork and unless the demand is considerable it might be best to make use of a nearby school's facilities. However, simple tools such as pliers and shears can be useful for other jobs.)

Tools and Materials for Local Crafts

In many countries some traditional crafts and skills have become in danger of extinction. Corrective action is increasingly being taken, and traditional crafts are being taught in many schools. Where this is the case, facilities can be provided by the Teachers' Resource Centre. The type of tools and materials provided will, by definition, vary from place to place.

3. PHOTOGRAPHIC FACILITIES

The availability of photographic equipment and, where funds permit, cine photographic equipment will add a useful extra dimension to the support services offered by a Centre. Whether these will be purely for use at the Centre or whether schools can also borrow them will be decided according to local needs and to the quantity of equipment the Centre can afford to purchase. Basic equipment required will be:

- still camera/s - 8 mm cine camera/s
- light meters - flash guns

Close up and wide angle lenses would widen the scope of the work which can be done.

For most educational purposes, the most useful camera for still photography is the 35 mm single reflex model. Slides and filmstrips can also be made by teachers or even pupils using the single lens reflex camera, because it is so simple to use. For teachers inexperienced in photography automatic or semi-automatic, still and cine cameras are available today which will give good results even for the most amateur user.

If it is decided to offer photographic facilities in the Centre, other associated services will have to be considered for which the following should provide a useful checklist:

- lighting equipment
- dark room and (air conditioned) processing laboratory for developing and printing films
- slide making equipment
- cine film editing equipment
- projection room with blackout, projection screens and appropriate projectors.

4. AUDIO AND VIDEO RECORDING FACILITIES

These two systems offer a number of possibilities:

- recording educational and other broadcasts off-air (radio and/or television) for loan to schools and use at Centre activities
- making copies of recorded materials
- micro teaching (the filming of teaching simulations for playback and analysis of Centre activities), where a video camera is available
- recording outstanding lectures for showing to further audiences or transcription for publication.

It will be worthwhile considering the addition of one or more video cameras to the recording system. They can add a further dimension to film making since the tapes can be played back immediately or edited where necessary by retakes of the required shots. This adds greater economy and versatility to the service offered.

It is most important to ensure compatibility between equipment bought by the Centre and the schools and other local educational establishments it serves so software can be interchanged.

If it is decided to have recording and filming facilities in the Centre it will be advisable to have radio and television sets (monitors) for receiving broadcasts and, in the case of video, for playing back recorded material. An adequate supply of blank tapes for general use will also be required. Extras, which should be carefully considered on the basis of need, include:

Audio	Video
- editing equipment	- a video editor

- bulk copier for tapes	- bulk copier for tapes
- sound proof studio	- television studio (This will apply to very large Centres)

As with the photographic facilities, consideration should be given as to whether the Centre equipment is to be loaned to schools. This question is considered in detail in the next section.

5. MICRO-COMPUTER FACILITIES

Only the tip of the iceberg of the use of micro-computers in the classroom and in education generally can as yet be seen. However, even from this it is clear that a facility which teachers will increasingly look for in Teachers' Resource Centres will be the availability of computers and the hard and software which goes with them. To provide "hands on" activities for teachers as well as opportunities for them to develop their own software, the Centre should consider having the following equipment available:

- computer with keyboard
- audio cassette recorder
- visual display unit (T.V. monitor)
- disc drive
- printer
- audio cassettes
- floppy discs
- some video games

6. FACILITIES FOR THE LOAN AND REPAIR OF TECHNICAL EQUIPMENT

Support services which a Teachers' Resource Centre might consider offering to local schools and teachers are those of a loan service for various types of technical hardware and software, and an equipment repair service. In considering the pros and cons of establishing these services, many local and other factors will enter into the equation - eg. can schools' equipment be repaired more economically by a contractor, a government service agency, a nearby polytechnic, etc. However, some universal issues are worth stressing here.

To make an equipment loan service efficient, a large amount of capital equipment will be required and it will demand large investments. Sufficient numbers of each item must be held to meet expected demand and to take account of its withdrawal from time to time for repair after breakdown, and periodic needs for servicing. For example, if 16 mm sound projectors are to be loaned there must be sufficient for schools to be able to receive the projector on the day of the lesson in the classroom and not when it is convenient for the Centre. The service will require a system of transport to distribute it. A loan service for software - slides, charts, films, video cassettes, micro-computer programmes etc. - must also be sufficiently stocked for normal demands and should take wear and tear as well as losses into account in budgeting.

A repair service will require workshop facilities, which will occupy quite a lot of space, and technicians competent in dealing with all types of equipment. It will also require an efficient system for the collection and return of equipment. Decisions will also have to be made as to whether the technicians should be mobile or work only at the Centre (a mobile

workshop could even be considered) as each system has implications for the type of service offered. Also the financial aspects will need to be considered to decide if schools will pay for the service or if it will be funded by the Centre's budget etc.

If it is agreed that the space, budgets and staff are available, then such services can be a most useful resource, for schools and teachers, and the types of equipment the service might usefully include are:

- projection equipment (slide, filmstrip, loop, 8 mm and 16 mm films, overhead projectors, etc.)
- cameras (still, cine and video)
- recording equipment (tape recorders and video recorders both reel to reel and/or cassette)
- radio and television receivers (monitors)
- science teaching equipment
- electronic and micro-electronic equipment
- micro-computers including associated hardware and software

C THE ACQUISITION, PRODUCTION AND DISTRIBUTION OF TEACHING RESOURCES

Today, teachers realise the importance of teaching resources which will improve and extend their teaching. Often individual teachers will spend a great deal of time and effort in preparing suitable resources to augment the content of and add variety and interest to their lessons. A function of the work of Teachers' Resource Centres could be to provide a resource area, a space within the Centre, where a collection of teaching

resources could be displayed, stored, worked with, copied, or possibly borrowed. The classification categories of such a collection might include items as shown in the table on page 51.

1. **Acquisition of Resources**

Teaching materials available at Teachers' Resource Centres should be relevant to the needs of teachers and students in the local area. Centre directors need to have an overview of curriculum trends and nationally produced resources so they can co-ordinate such knowledge with specific demands from local teachers and input from the advisory service and inspectorate. Teachers themselves should be involved in all aspects of resource development - initial research, compilation, classroom trials, production and final evaluation.

As the Teachers' Resource Centre aims to help teachers improve standards of teaching, it is obviously important that teaching resources that are available at the Centre should be of a high standard. Centre directors might consider, together with teachers, advisers and others, what criteria selected materials must meet, what subject fields should be covered and at what levels, what types of material are to be acquired and who participates in their selection.

The following avenues could be explored for providing a resource collection at a Teachers' Resource Centre.

PRINTED MATERIALS	INDIVIDUALISED STUDY MATERIALS	CURRICULUM MATERIALS
- Books - Periodicals - Newspapers - Clippings - Documents	- Topic boxes - Resource boxes - Prepared units of work - Work cards - Starter units and ideas	- New curricula - New curriculum materials

PROJECTED MEDIA	LARGE SCALE VISUAL AIDS	MEDIA FROM REAL AND SIMULATED LIFE
- Filmstrips - Slides - Tape-slide programmes - Loop films - 8 mm and 16 mm films - Micro-computer programmes - Video tapes and cassettes - Audio tapes and cassettes - Records (discs)	- Maps and globes - Charts - Posters - Drawings - Pictures - Paintings - Photographs	- Models - Artefacts - Specimens - Instructional games and puzzles - Manipulative toys including puppets

Commercially Produced Resources

These resources, on recommendation from or after trials by practising teachers, could be included in a resource collection. They can be purchased by or donated to the Centre. Sometimes firms producing commercial teaching resources are prepared to donate single copies to Centres anticipating that their use will create a demand from a number of schools. Sometimes firms will lend resources to Centres for extended periods of time for the same reason.

Resources Produced by Central or National Agencies

Although Teachers' Resource Centres are first responsive to local needs it is important that relevant resources produced by centrally recognised agencies within the education service should be available at the Centre.

Centres should establish links with such agencies as:

- curriculum development units
- national working parties
- advisory services
- research projects
- inspectorates

In all cases, both those bodies dealing with a single curriculum subject and those who may be working on integrated subjects should be approached so that new and existing materials are placed on file. It is not sufficient to presume that, because copies have been sent to schools, they have necessarily been seen by all teachers. Teachers returning to the service, relieving teachers, newly qualified and part-time teachers will all wish to know what is available to them within the schools and elsewhere.

Resources Produced by Individual Teachers

Many teachers produce for their own use resources that could be of wider interest and use. By visiting schools and using information from other itinerant education personnel, Centre directors could identify such teachers and consult with them as to the possibility of such resources being made available to a wider public. In some cases teachers could be offered the opportunity to spend some time at the Centre, preferably under a day-release scheme, to refine or adapt their material in consultation with Centre staff. The acquisition of such resources is important because they have been produced as a result of an expressed need and they have been used in local classrooms. If it is possible for the Centre to have access to all curriculum materials produced by local teachers, after consultation with the author and other colleagues, the material could be copied, adapted and/or edited and placed in the Centre's resource area. An additional possibility for those Centres which charge for the use of materials for making resources, is to offer materials free on condition that the teacher makes a second copy for the Centre.

Resources Produced by Teachers' Working Parties

Materials produced by working parties of teachers either at the Centre or elsewhere in the area should also be acquired for addition to the Centre's resource area. Such working parties might be involved in producing new materials or in the adaptation of regional or national curriculum materials to local needs. They will usually introduce the materials into schools for preliminary trials and the final product, after evaluation, would then be lodged in the resource area.

Resources Collected and/or Produced by the Centre

Because of the Centre's contacts with the local community it may be possible to tap local "throw away" material and make it available to teachers through the Centre. For example, a local newspaper might contribute spare photographic copy which could be indexed and filed at the Centre and would, by its local character, prove to be a valuable resource for the schools.

Resources Produced by Subject Associations and Committees

Encouraged by the Centre director, subject associations could develop suitable teaching resources pertaining to their subject by arranging their own workshops. They might also wish to use the Centre as a base for their subject libraries or specialised equipment and would be encouraged in this.

Resources Produced in Collaboration with Local Institutions

So that local places of interest such as zoos, museums, historic places etc. are used by teachers to the best advantage, the Teachers' Resource Centre could liaise with the staffs of such institutions so that background material can be produced and made available to teachers through the Centre's files.

Resources Produced in Collaboration with Local Firms

Local firms might be prepared to supply teaching resources either about their particular product or an area of general interest. The Centre would provide the necessary links between such firms and those teachers who could usefully adapt the material for classroom use.

Resources Produced in Collaboration with Local (or Central) Government

It may be possible for groups of teachers, under the auspices of the Teachers' Resource Centre, to collaborate with government agencies and produce classroom resources. For example teachers could work with the Health Department to produce teaching resources on the dangers of smoking or alcohol.

Resources Acquired by Exchange Between Teachers' Resource Centres

A resource network set up among existing Teachers' Resource Centres might often provide a useful interchange of basic resources which could then be adapted to meet local needs where necessary.

2. **Production and Distribution of Resources**

Various options exist for the production and distribution of resources by the Centre. It may be that a resource is to be solely based at the Centre for loan or placed in the Centre's files for copying. On the other hand it may be more suitable to distribute an individual or master copy to schools from which they themselves can produce further copies or class sets.

Where material is to have wider distribution, the length of run will be determined after considering the potential market. Questions which will need to be considered are:

- Is the resource for free distribution to all schools?
- Is it to be printed after schools have viewed sample copies and contracted to buy it?
- Is it to be printed in bulk assuming it will sell easily?
- Is it to be printed in small numbers as facilities for re-runs are easy?

While many Centres may have access to offset printing facilities, in some cases it would be worth considering contracting work out to commercial printers. For small runs it could be sufficient to settle for copying by spirit or ink duplicators, or photocopiers which are available in most Centres.

When costing the production of resources it must be remembered that, although overheads are not generally included, a realistic costing includes materials, production, labour, testing and distribution.

In providing suitable packaging for resources it is important to consider whether the resource is to be loaned, to be distributed by mail or other means or to be placed permanently in a classroom.

If a tested resource proves to be very good and demand continues, the Centre could consider whether it should transfer the production and sales to a commercial publisher or, if the Centre continues this profitable line, whether it will help to subsidise other less profitable minority interest resources.

3. **Organisation of Resources**

As resources are acquired by Centres whether they are for loan, for copying, or for sale, they should be catalogued, classified, indexed and stored. This storage should ideally be in one room or a complex of rooms with "browsable" access for teachers. Open display storage is preferable as, with storage in cabinets and drawers, easy visability is reduced to a minimum. If storage containers are used, transparent packaging is advisable. Retrieval and borrowing systems should be simple and people-orientated. Ideally Centre resource areas, in their layout and management, should serve as a model for libraries and resource areas in schools.

4. Advertising Available Resources

A major problem faced by a Teachers' Resource Centre is informing schools about what materials are available. By word of mouth, regular newsletters, through the advisory services and the inspectorate and by notices in other educational publications, such information can be widely disseminated. Ideally, a catalogue of resources available for loan and for sale could be compiled and a copy sent to each school. The production of such a catalogue would be a major task and for it to continue to be useful it would need to be regularly up-dated. This method, if used, will require many hours of work by Centre staff but will bring its rewards. Once the Centre or Local Authority has a micro-processor and/or computer, the task of up-dating becomes much easier.

The catalogue should include how and at what level the writer suggested the resource be used. Systems for borrowing and for buying resources should be clearly outlined in all information about their availability and, where possible, a clear order form should be included with advertisements. It obviously depends on the geographical size of the region how best to organise lending, and the length of loan may well vary according to the demand for the item. In selling resources, cash is certainly easiest, but some schools may prefer to be invoiced, (See Section Three, H3 page 109 "Cash Sales") or the local education authority may buy from the Centre and distribute free to schools in the district.

D SOCIAL AND RECREATIONAL SERVICES FOR TEACHERS

Not all Teachers' Resource Centres will feel it their function to offer social and recreational services for teachers, though the possibility for at least some limited services of this type

should be carefully examined by those charged with the responsibility for managing a Centre. The benefits of offering teachers at least minimum social activities will accrue both to the level of education of the area and to the morale of the teaching force operating in it.

Teachers can feel very isolated in their work for a number of reasons: they work alone in a classroom where they are the only adult for most of each day; the possibilities for informal professional interaction are often very limited not only in rural areas, and in particular countries consisting of islands spread over wide areas, but also in urban areas. Thus, the opportunity to chat with a fellow professional in an informal way can be both therapeutic and professionally rewarding.

In general social activities should be open not only to teachers (it can be argued that this would restrict the teachers' horizons too much) but also to all who work in education and its ancillary services - advisers, inspectors, and staff of the education office, the social welfare department, the schools' psychology service etc. - as well as those connected with education-related community groups and the families of these groups.

The types of social and recreational facilities a Centre can offer are many and varied and the examples presented here are not all inclusive nor are they presented in order of priority, though the first is recommended as a basic requisite for most, if not all, Centres.

1. **A Lounge with Light Refreshment Facilities**

Most of the rooms of a Teachers' Resource Centre will naturally have an institutional look and atmosphere with equipment, notice boards etc. Likewise, teachers work in schools in

which they are surrounded by the paraphernalia of education. It is therefore important that at least one room in a Centre, the lounge, should have a comfortable relaxing, adult, non-institutional decor and atmosphere. This will enable users of the Centre, whether on arrival after school, or after taking part in a Centre activity, to relax and relate to their colleagues informally even if this is on educational issues.

This lounge should contain or have easy access to at least the facilities for making light refreshments (a drink and biscuits) available to teachers. Whether a charge be made for the refreshments will vary from place to place according to its budget. In some Centres, the idea of refreshments to stimulate teachers and encourage them to arrive early and remain after any activity has been expanded to having a licensed bar, but this will depend on local laws and customs regarding the drinking of alcohol.

Experience has shown that a lounge can lead to teachers and educationists across the whole spectrum - infant to tertiary - often for the first time, sharing and exchanging ideas to the benefit of their work in the classroom.

2. **Catering Facilities**

Where a Centre runs all-day or longer activities, it can be a great help if light meals can be provided for participants. This need not call for the installation of expensive equipment. Salads and open sandwiches, for example, can be made with few implements. Alternatively, in countries where there is a school meals service or even a technical college nearby with a catering course, these can be called upon to assist with catering on such occasions as it is needed. Clearly, frequency

and extent of demand, budgetary and staffing considerations as well as available space will be the deciding factor in how extensive such catering facilities will be.

3. **A Programme of Social Activities**

The organisation of regular social functions such as film shows, folk dances, indoor games evenings, a drama club, hobby classes etc. and even the chance to learn leisure pursuits such as Yoga, cooking and other classes, could create opportunities for relaxation and meeting with colleagues, educationists and others on an informal basis.

4. **Recreational Activities**

The Centre's programme could well include sporting activities which could be based at neighbouring schools or colleges which can put their facilities (gymnasia, squash, tennis, netball and basketball courts, swimming pools, etc.) at the Centre's disposal in after-school hours. The promotion of Centre teams to take part in local or regional sporting competitions could also be considered.

5. **Retired and Unemployed Teachers**

If there are local retired or unemployed teachers, the Centre can offer its facilities to them for their meetings and they can be invited to take part in both the social and educational activities of the Centre. This can often reap benefits not only for the teachers in these groups but also for the Centre, as they will frequently be willing to assist the Centre when the need arises for extra hands to help with Centre office, clerical and other types of work.

E A CENTRE FOR COMMUNITY INVOLVEMENT IN EDUCATION

Since schools and teachers serve community needs, Teachers' Resource Centres could also be seen as having an important part to play in the community's education system. Centres could make a positive contribution by offering a meeting place for education-related community groups, for meetings of parents with teachers, and as a venue for a wide range of community education activities. In these and many other ways the Centre can serve the community as a welcoming and exciting place for the exchange of ideas, interests and support, and as a place where parents, teachers, pupils of all ages, and community members (including old people and various multicultural ethnic groups) can be brought together for the betterment of the community as a whole.

By involving education-related community groups in the activities of the Teachers' Resource Centre, one would hope to encourage:

- closer parent involvement in education
- social interaction to be strengthened with the consequent breaking down of any artificial barriers which may have developed
- the identification of special educational needs within the community and the provision of programmes specifically designed to meet these needs
- the assistance of various community agencies with the work of the Centre through the contribution of resources of all kinds - finance, equipment, furniture, books, films, materials, maintenance, personnel etc.

- the development of closer links between the schools and all levels and areas of the communities they serve.

A Centre which decides to fulfil the function of a Centre for Community Development in Education could include among its services that of keeping the community and parents within it informed of educational developments. This could be done through:

1. **A Community Information Service**

Teachers' Resource Centres can serve the community as information centres, when suitably located, where community members can:

- discuss with someone their own educational needs, or the needs of their child, family, group or organisation
- obtain information about the various education provisions within the community - courses, lectures, workshops, classes for adults, special interest societies and clubs, hobby groups, etc.
- keep abreast of new developments in education (new programmes, special courses, new approaches, new schools, new facilities, etc.) by means of Centre displays or exhibitions, Centre sponsored newspaper articles, radio broadcasts, television programmes, talks to groups, etc.
- learn more about their own children's curricula and schooling. Such programmes at the Centre would support the work of teachers and schools by giving parents a background to new programmes such as science and mathematics or to new methods of

teaching reading so that they, in turn, could be of greater assistance to their children. These activities could take place at times when the Centre is not needed for teachers' activities eg. in the morning, when some parents may well be free to attend

- meet with teachers and others involved in the education of their children in order that all parties concerned can better appreciate one another's needs, approaches and points of view

2. **Co-operative Learning**

As has already been stated, not all the functions listed and described in these pages will be carried out by all Teachers' Resource Centres in every country. Even within one country, local needs, funding, building, availability etc. will determine the character of each individual Centre. The offering of a Co-operative Learning programme in those places where it is introduced, will extend the work of the Resource Centre beyond services related to teachers directly or indirectly. Indeed, where an education system sees the encouragement of community involvement and educational development as an important role of the Teachers' Resource Centre, such Centres, where they already exist, have been called Education Centres in order to embrace this wider function.

As communities grow, towns and cities become larger, and the organisation of our society becomes more complex, institutions, groups and associations become more self-contained and gradually lose contact with other agencies in the same community. Schools, churches, service clubs, business associations, local bodies, government agencies, industrial groups, workers unions, associations for the aged and infirm, tertiary institu-

tions, and the many other organisations and institutions within many of our communities can be brought together for the common purpose of the further education of their members in the surroundings of a Teachers' Resource Centre.

The Centre can provide an ideal venue for adult learning. Its independent situation (not part of a big institution, a church or Government complex), its comfortable facilities, its resources of equipment and educational materials, its understanding of individual needs - these and other factors make the Teachers' Resource Centre a neutral, non-threatening, welcoming environment in which to encourage adults to learn.

The type of community education programmes for local adults which might be sponsored by the Centre could include:

- the use of Centre resources by all groups within the community including the aged, handicapped, recently arrived immigrants, students at tertiary level, the business community, trade training groups, cultural and recreational groups, etc.
- the use of Centre facilities for organised groups, societies, associations and clubs to hold committee meetings, meetings of the full group, lectures, workshops, seminars, courses, etc. The Centre may give further assistance by offering clerical assistance, filing or other storage facilities, a mailing address, or help in planning activities. The aim in this would be to encourage community groups eventually to take the initiative and responsibility for their own educational programme.
- arranging courses in basic skills such as literacy and numeracy. In this way the facilities and resources

of the Centre could be used for adult education during those periods of the day when they are not being used by teachers.

- courses by parents and other community members who have special skills which could be used in schools (eg. music, drama, hobby skills) or in other education-related community groups (eg. public speaking, personal relations). This may also represent a way in which traditional skills of spinning, dyeing, weaving, and carving, traditional games, and traditional culture - music, songs, folk-tales, legends, nursery rhymes, etc., can be preserved and incorporated into the educational system.

- discussion groups, workshops and seminars in which different community groups meet together, with the Teachers' Resource Centre acting as a catalyst to develop a 'learning web' or interaction between a number of different educational agencies within the community. The independence of the Teachers' Resource Centre may enable it to bring different groups together for their mutual benefit and in the interests of education in the community.

- the production of resources for the benefit of adults in the community. These may range from teaching/learning materials in basic skills, through to teaching method guides, teaching materials for adult learning, and handbooks or guides to community education resources and agencies.

- the opportunity for adults to undertake their own learning by using the library or other resources of the Centre.

- making Centre equipment available for adults to participate in Distance Learning Courses including those offered by Open Universities in countries where these exist. (These courses would also be of interest to local teachers.)

Whatever degree of community involvement those responsible for the policy of the Teachers' Resource Centre decide upon, it will in every case be a worthwhile exercise to keep the community informed of the Centre's activities - even where these are restricted to teachers. One excellent way to achieve this is through the local radio and/or T.V. station. Apart from the possibility of the radio station agreeing to carry news items about the Centre, it may be possible to negotiate for a regular slot (eg. weekly) about centre activities, curriculum innovations, educational developments in the area. These could include interviews with educationists and a variety of other techniques to ensure that the programme will be a lively and interesting one which informs the community of the important role in local education being fulfilled by the Teachers' Resource Centre.

SECTION THREE: MANAGEMENT ISSUES IN THE ORGANISATION AND ADMINISTRATION OF TEACHERS' RESOURCE CENTRES

A OBJECTIVES

Few, if any Teachers' Resource Centres will be able to undertake all the possible functions of a Centre enumerated in Section Two. The functions outlined are intended to give a range of options open to those whose task it will be to decide on the scope of the activities of any one Centre. Similarly, the objectives described here are comprehensive and it is expected that very few Centres will attempt to achieve them in their entirety. However, it is essential that in every case those whose task it will be to make the decisions regarding the operation of a Centre set clear objectives for its work from the start as these will influence the decisions on management, organisational and administrative issues. Possible objectives are set out here under the same main headings as the functions of a Centre and should be cross-referenced with them.

General

1. To involve teachers in the decision-making processes of the Teachers' Resource Centre, its programme and its functioning.

The Professional Development of Teachers

1. To relate to teachers as professionals involving them as providers of their own in-service education as well as consumers of it.

2. To provide on-going support for trained and untrained teachers working in the schools by all methods available.

3. To facilitate the induction into the profession of newly qualified teachers by offering them support in the early years of their work.

4. To ensure that the opportunity exists for teachers to be constantly up-dated on new developments in both theory and practice.

5. To involve teachers in curriculum development both by local innovations and by adapting national curricula to local needs.

6. To facilitate professional intercourse between teachers at different levels (eg. from infant school to tertiary education), college of education lecturers, advisers and inspectors, and educational administrators.

7. To enable teachers to up-grade their expertise in the individual subjects of the curriculum which they teach.

8. To provide the facilities for teachers to produce their own resource materials for use in the classroom and, where appropriate, to make these more widely available to other teachers in the area.

Support Services for Teachers

1. To provide "the tools for the job" which may not be available in schools to enable teachers to make and repro-

duce print-materials for use in the classroom. These will include typewriters, photocopiers, duplicators etc.

2. To provide art and craft, photographic, audio-visual workshop facilities for the production of non-print materials.

3. To provide a repair and/or loan service for hardware (projection, recording and micro-electronic equipment, radio and television receivers, cameras, etc.) and software (slides, filmstrips, films, charts, posters, microcomputer etc.).

The Production and Distribution of Teaching Resources

1. To provide a "resource bank" with print and non-print software (books, films, filmstrips, games, video cassettes etc.) including new curricula and curriculum materials on exhibition and for loan.

2. To involve teachers in the production and development of resources.

3. To encourage the production of local curriculum projects and the adaptation of national and regional materials to local needs.

4. To facilitate the distribution of new teaching materials among teachers and schools in the area and to ensure that classroom practitioners are kept up to date on new developments.

Social and Recreational Services for Teachers

1. To break down the teachers' isolation in the classroom, in schools, etc.

2. To provide comfortable, non-institutional, adult accommodation for teacher activities.

3. To provide facilities such as catering and residential accommodation that enable short, medium range and longer activities to take place.

4. To offer a meeting point for all those concerned with education.

5. To facilitate teacher recreational and sporting activities, and team competition at local and regional level.

A Centre for Community Involvement in Education

1. To provide a forum for educationists and community-education groups to interchange ideas.

2. To provide an information service for parents and the community on the curriculum in local schools and new curricular developments.

3. To offer an advisory service to the community on all topics connected with the content and organisation of local education.

4. To enable the local adult population to undertake courses of various types, eg. literacy, folk customs, Open University, etc.

B LOCATION

When choosing a suitable location for a Teachers' Resource Centre, it is important to consider what will be the main functions of the Centre and who are intended to be its main users. Whenever possible, it will be the aim of the Centre to attract local teachers in person to visit the Centre, utilise its facilities and participate in the activities offered. This will necessitate locating the Centre in a place readily accessible by private and public transport. If the Centre is mainly for resource production

and distribution, a quite different set of criteria will influence the choice of site. Equally, where a Centre serves a widely spread population, different factors will operate in choosing its location. In cases where no choice is possible and only one site is available, it is nevertheless necessary to examine the location and how it matches up to the planned functions. It might be better in some cases to await the availability of a more suitable site rather than risk the success of the Centre by locating it in an inaccessible spot. However, it is most likely that, at best, the location of a Centre will be a compromise between the ideal and the possible.

Some of the considerations to be taken into account when considering a potential site are:

1. Access

Whatever the nature of the catchment area, the Centre needs to be so situated as to provide ease of access to the potential user. This will mean the Centre needs to be located close to walkways, roadways, public transport, bus-stops, railway stations etc. depending on the most common mode of transport for the area. Should private transport be popular, adequate parking facilities will be an obvious requirement.

Especially in cases where teachers have to travel some distance to reach the Centre, refreshments and possibly accommodation will need to be provided on site, or such facilities should be available near to the Centre and users should have access to them.

2. Services

Of paramount importance is the availability to the Centre of essential services such as water and three-phase electrical power. Access will be needed to service routes so that deli-

veries of resources and equipment are possible. To enable the Centre to draw quickly on local expertise and keep in contact with local schools, good postal and telephone communication links are most important.

3. Links with Other Services

It is also important for a Teachers' Resource Centre to have close links and, where possible, direct and easy access to other education personnel such as teachers' college lecturers, various advisory services, inspectors and other agents of educational change as well as to local facilities such as libraries, museums, botanical gardens and zoos.

4. Independent Siting

There are a great many advantages to siting a Teachers' Resource Centre independently of other educational institutions. Centres are usually open at unconventional times - late evenings, holiday periods and possibly even weekends - and shared accommodation can often prevent the Centre's opening times from being as flexible as one would wish. Again, the Director needs to have the greatest control possible over the allocation of rooms which will not be so if the Centre is a "tenant" in another institution. The whole ethos and atmosphere of a Centre should, if possible, be informal, open and non-hierarchical. This cannot always be guaranteed when sharing accommodation with other institutions whose mode of operation may be quite different.

However, in some cases, it may nevertheless be decided to site a Centre close to other educational services so that best use may be made of limited numbers of qualified personnel in the area even to the extent of their being involved in part-time employment at the Centre. Sharing expensive equipment and

under-utilised facilities may also justify such a position. Certainly, locating a Teachers' Resource Centre in a centralised location which includes other agencies of education tends to avoid duplication of facilities and may create a more cohesive service for teachers.

Where a choice has to be made between opening a Centre in an urban area, where teachers may already be served to a limited extent by other educational institutions, albeit with a philosophy different from that recommended for a Resource Centre, and opening in another area, rural or urban, where no facilities exist to support teachers, it is recommended to fill the vacuum first wherever possible. The improvement of the service in the urban area can always be made at a later date.

C ACCOMMODATION

The accommodation of a Teachers' Resource Centre could be either in an existing building no longer required for its original purpose or in purpose-built premises. However, in every case care should be taken to ensure that the premises will be adequate for the agreed functions of the Centre and the potential growth of these services.

Reference has been made to the importance of credibility of the Centre in the eyes of its users. It is therefore considered preferable to begin small and expand as demands for the Centre's services grow rather than to open a large building with the danger that it will become a "white elephant". Teachers working in normal school buildings, perhaps with less than ideal facilities, can react unfavourably towards a "Super Centre" opened in their area, with facilities they can never hope to match in the classroom. Such a reaction may prevent them from even giving the Centre a chance to prove itself. A Centre that grows in response to need is much to be preferred.

Whether the Centre will be accommodated in a purpose built building or one that has been converted from use as a school, college, offices, etc., care should be taken to provide a non-institutional decor and atmosphere. Reference has already been made to the need for an inviting change of environment for teachers who arrive from a day's work in an institutional environment. It is, however, an important enough issue to emphasise yet again, especially in cases where old school buildings may be used as accommodation. Excessive luxury is not called for, but functional yet tasteful surroundings should, whenever possible, be the aim.

The full scale of rooms and work areas which any one Centre will require will clearly vary according to the services it decides to offer and the size of the teacher population it serves. A checklist of possible requirements might include:

1. Education

Meeting Rooms

Teachers using the Centre for in-service education may be taking part in a variety of activities such as seminars, working parties, courses, workshops or lectures. They may be meeting with other teachers or members of the community. All these needs could be served by a variety of rooms of different size or a number of multi-purpose rooms with flexible spaces. Such rooms should be as attractive and non-institutionalised as possible, furnished comfortably and appropriately for adults. The furniture itself should be movable and adaptable so that users of the Centre can discuss in small or large groups, write at tables, use film projectors, video and audio equipment and overhead projectors, use chalkboards, or even have room for dramatic improvisation.

Workshops

Almost inevitably, a Teachers' Resource Centre will have to provide at least a minimum of workshop space. Reprographic facilities, opportunities for making teaching materials for classroom use etc. will all require some flexible space to enable teachers to utilise them as far as possible whenever the Centre is open.

In addition, where courses to increase teaching skills in practical subject areas are to be run, workshop areas will need to be provided. Furnished with work benches, sinks and equipment, again as movable and flexible in arrangement as possible, these areas could provide for activities in practical subjects such as art and craft, music, science, home economics, sewing and technical subjects.

Individual study

Some teachers may wish to use the Centre for individual study for teaching qualifications or personal interest. Carrels provided in a quiet corner, possibly of the library area, could fulfil this need.

2. Resource Services

The scope of the resources offered by a Centre will vary from place to place according to local needs and the availability of budgets to purchase hardware and software. However the resource area of the Centre should be planned as a multi-purpose space for best use of the accommodation. Such resources might include:

Resources for Loan

There should be suitable storage and display areas for print and non-print software. Books, kits, slides, films, etc. should be

easily and, whenever possible, constantly accessible to visitors to the Centre. Such visitors might come specially to use the loan material available or could, while at another activity, be drawn to examine the scope of the materials offered for loan by the Centre.

Where hardware such as cameras, projectors, recorders and micro-computers are available for loan, it is not necessary to have these on display. In fact, for security reasons, it may be better to have them stored out of sight in lockable cupboards.

Resource Production

Where the Centre offers more than rudimentary workshop facilities for the production of resources, this will require considerable space. Recording and video filming studios, darkrooms, offset-printing, collating, binding, etc. are all operations needing storage space for equipment and materials as well as working space when in use. Audio and video tape-copying services also require space for their operation as do woodwork, metalwork and glasswork facilities if they are to be made available to teachers at the Centre.

Should the Centre itself be involved in the production of resources either just for the Centre library and files or for sale, areas will be required for their production, printing, display, warehousing, packaging and distribution.

Centre-used Resources and Equipment

The equipment and resources required by the Centre for its own use require storage and easy access from the meeting rooms. Centres may decide to designate separate areas for equipment reserved for use in the Centre and equipment for loan to schools, if any.

3. **Exhibition Areas**

Space within the Centre needs to be allocated for display purposes. Types of display apart from those already referred to under Resource Services, above, could include:

- equipment, resources, etc.
- display of children's work produced in schools
- displays of material produced by teachers at the Centre
- general information such as job vacancies, courses, accommodation wanted or vacant, circulars from the Education Office, etc.

4. **Technical Support Services**

Should a Teachers' Resource Centre be involved in offering repair services for school equipment, an area will be required for storing it on receipt and pending its return to schools, as well as for the repair workshop.

If the Centre acts as a centralised agency with repair work contracted out, suitable public access to storage facilities for such equipment will still be required.

5. **Social and Recreational**

That the interchange of ideas takes place just as much in informal gatherings over some refreshment as in more formal structured situations, has already been emphasised. It is therefore important that Centres provide an area where teachers are able to obtain or prepare for themselves some refreshments and a comfortably furnished and attractive lounge for relaxation and meeting socially. Such social facilities could extend to the provision of a games room, pool table, piano and bar, or perhaps,

the Centre could provide more sophisticated facilities such as tennis courts, gymnasia or a swimming pool. Attractive grounds, gardens, courtyard areas and outdoor seating where suitable could also well be a feature of recreational services offered by a Centre.

6. **Staff**

Permanent and seconded staff including advisers, researchers, etc., where these are based at the Centre, and other personnel using the Centre as a permanent or temporary base, need some workspace and storage facilities within the Centre. This can be provided by offices or work-areas, shelves and lockers, etc. within a multi-purpose room. It is important, however, that these people also have access to quiet areas for work that requires it, including consultation and counselling.

7. **Centre Administration and Staff etc.**

Office space will need to be provided for the Centre Director, and his clerical and administrative staff. While Directors will wish to have their fingers on the pulse of what is going on in the Centre and be personally accessible to all visitors, they will also require a place where they can be consulted and interviewed in privacy by visiting teachers and others.

The administration area could well be the hub of the Centre since it is here that requests are received, telephones answered, directions given, enquiries dealt with and information stored. This area should be accessible and welcoming. It should be person-orientated and staffed at all times by a member of the professional staff of the Centre though it will usually be the domain of the secretary/receptionist.

Ancillary staff such as cleaners, gardeners, and technicians, also require their own work and storage space. If it is

possible for the caretaker to live on the site this can alleviate security problems.

Toilet facilities and washrooms are obviously essential for use by visitors to the Centre and for all the staff. These need rarely be separate facilities.

8. Garaging

Should the Centre own a mobile van or a car for visits to schools or a minibus for loaning to schools or for transporting groups of teachers, garaging will be required on the Centre site or close to it.

9. Security

As the Centre will be open to teachers, visitors and members of the community for many hours of the day and night and as it may well house expensive equipment, fixtures and resources, some accommodation may have to be provided in the form of a strong room or lockable security room. Where sales of materials are extensive, and banking facilities not immediately available, a safe may also be required.

10. Residential Accommodation

Centres which provide courses lasting more than one day or are located in areas where participants have to travel from distant points to reach the Centre, may have to arrange residential accommodation for some or all of those taking part. In some cases, it may be decided that these facilities can best be offered by including buildings with residential accommodation as part of the Centre itself. Since, however, these buildings could well be empty for shorter or longer periods of the year and also require considerable allocations of staff to maintain them, it could be more economical to have an agreement with local

hotels, motels, hostels, etc. - where they exist - to accommodate participants as and when the need arises.

The list above ranges over most of the possible functions which it is anticipated a Centre could, at maximum, cover. It has already been stated that it is unlikely that many Centres will, in fact, be as broadly based as this. It is, however, important to stress that planners of new Centres should not be dismayed at the apparent need for a vast number of rooms to accommodate even part of the anticipated range of functions. Many of the rooms of a Centre can be multi-functional, being used for a range of activities. The lounge or library could at certain times be used for the meetings of small groups or working parties. Larger rooms used for lectures can be broken up by the use of movable partitions, or in the evenings used for some of the social and recreational activities listed. Thus, as stated at the outset of this section, while planning to allow for expansion in the future, a newly opened Centre would be advised to "start small" with a reasonable amount of accommodation rather than be out of keeping with the more modest accommodation which serves teachers in their schools.

D CENTRE MANAGEMENT

If the Teachers' Resource Centre is to function successfully, a number of policy issues must be decided prior to its establishment and a decision making system established for the on-going management of the Centre.

1.(a) Management Committee

Where a Centre is to be run on the democratic-teacher-participation lines referred to earlier in this handbook, it is suggested that the policy making could best be done by a Management Committee constituted as outlined below. Apart

from ensuring that the users have a say in the decision making processes at all levels, this system also recommends itself since it can strengthen the hands of Directors of Education when they are negotiating to obtain staff, accommodation, resources, finances and other matters connected with the Centre. It can lend credence to their fight for these resources or, in a shrinking budgetary situation, the fight against cuts, to be able to refer to the decisions of the Management Committee who are in touch with the day-to-day needs of the Centre and the teachers it serves.

1.(b) Advisory Committee

Even where the Centre Director is legally and actually directly accountable to the Director of Education, or his representative, for the formulation of the policy of the Centre, it is recommended that an advisory committee be established. In this case, the task of the committee is not to formulate policy but to advise the Director of Education on its formulation. Its mode of operation and constitution would be similar to that outlined below. It would serve to strengthen the hand of the Director of Education in applying to local, regional and other financing bodies for resources for the Centre.

An alternative mandate for an advisory committee could be to advise the Director of the Teachers' Resource Centre on long and short term policy matters to ensure that an input of advice on policy for the running of the Centre is available to the Director.

Constitution

In areas where provision of a Teachers' Resource Centre is a legally mandatory educational provision for the region, the law

will normally also call for a written constitution for the policy making bodies of the Centre. Even when a constitution is not mandatory, it will be found useful for one to be drawn up, though this should not be so rigid and structured as to prevent the committees from carrying out their allotted functions. In many cases it may be found sufficient simply to draw up some terms of reference which can be altered as the practical decision-making needs manifest themselves from the on-going work and growth of the Centre. In all cases the points to be delineated would incorporate some or all of those outlined below.

Representation

The management/advisory committee should have representation on it of all the groups which have an active role to play in the Centre whether as providers or as consumers. The number of people that would represent each section would normally be no more than one or two at maximum though, in the case of the teachers themselves, it might be found appropriate to slightly increase the representation. Those who would be represented are:

- The Education Authority - as the body responsible for education in the area, the provider of funds, buildings and equipment
- Teacher education institutions - colleges of education, universities, etc.
- Curriculum development bodies - local and/or national
- Advisers, inspectors and other teacher supervisors
- Teachers' professional associations (Unions)

- Practising teachers from kindergarten through to tertiary education
- The Community
- The Centre Director

Frequency of Meetings

It is strongly recommended that meetings of the management/advisory committee be held at least once per school term, ie. a minimum total of three times per year.

In addition to formal committee meetings, it is recommended that the members of the committee be invited as often as circumstances permit to visit the Centre to see it in operation, chat with teacher-users and keep abreast of all the developments in the institution over which they have jurisdiction.

Location of Meetings

All meetings should be sited at the Teachers' Resource Centre.

Chairman

Depending on the local situation, the chairman of the management/advisory committee will be the Director of Education (or his representative), a Teachers' Association or Community member of the committee. Where a community or teachers' association member chairs the committee, this can also lend strength to the committee's requests for funding, staff, resources and accommodation, since the committee's spokesman will be seen to be in direct touch with teacher and community needs.

Secretary

It is normally advisable that the secretary to the committee is the Centre Director or Deputy Director. Since the calling of

meetings is normally a function carried out by the secretary this can ensure that regular meetings are held. Equally important is the fact that the secretary prepares the minutes and agenda, the latter in co-operation with the chairman. The Director can therefore ensure that all relevant matters are included in the agenda of each meeting.

Term of Office

The term of office of a member of the management/advisory committee need not be too rigidly delineated. One should, nevertheless, ensure that those members who do not represent the Education Authority change from time to time to allow for new ideas and new blood to come to the committee. A period of some 2-4 years service would seem to be an optimum.

In Centres where the Director is seconded for a fixed period to the post, care should be taken that changes in the membership of the committee do not coincide with changes in the Director lest the continuity of the work of the Centre be adversely affected.

Election or Nomination

Since the bodies represented on the committee will be clearly delineated, it will be for each to decide whether to elect or nominate its representative. In the case of the teacher representatives, this could be done by a postal vote or by an annual general meeting of local teachers. Alternatively, the staff of the Centre could nominate teachers who are seen to be active at the Centre and thought to be useful potential members of the Committee. This would be much less cumbersome though not as democratic as the previous method.

Size

The management/advisory committee should under no circumstances be allowed to grow so large that free discussion and real involvement by all its members becomes impossible. An optimum number would be between ten and fifteen members.

2. **Sub-Committees**

Further involvement in the decision-making processes of the Centre will be through a number of sub-committees, which take responsibility for different facets of the Centre's work. These sub-committees will usually be responsible to the management/advisory committee and report to it. The number of sub-committees will be dependent on the size and scope of the Centre.

These committees will, on the one hand, assist and advise the Director as well as monitoring the work of the Centre and the Director. On the other hand, they will provide ideas and feedback on Centre activities from its consumers, the classroom teachers, and ensure the fact that the Centre is relevant to the current needs of teachers at any particular time.

Aspects of the Work of Sub-Committees

Not every Centre will require all of the sub-committees listed below. Their applicability will depend on the range of work covered by a particular Centre. On the other hand, some Centres might require additional or alternative sub-committees to ensure the smooth functioning of the Centre.

In-service Education Programme - to decide on a programme to meet the needs of teachers for in-service courses, working parties, workshops, etc.

Adult and Distance Learning Programme - where a Centre serves the community and in particular a far-flung community, its range of work could include this type of activity and a sub-committee will be needed to plan and monitor the activities.

Publication and Editing of Print and Non-Print Material - this covers the whole spectrum of materials for teachers, for classroom use, for the community, etc. in which the Centre is involved.

Resources Production - this committee would deal more with the form rather than the content of print and non-print materials and their efficient and cost-effective production.

Newsletter Editorial - where the Centre decides to publish a newsletter, a separate editorial committee is recommended. This newsletter could be of the simplest form or, more ambitiously, contain articles on educational topics relevant to teachers.

Library - to decide on the policy of the print and non-print library's policy with regard to purchases, cataloguing, reference and lending services, etc.

Social Programme - to plan and operate the social programme of the Centre.

Community Programme - to decide on ways of community involvement in the Centre and to plan the programme accordingly.

Finance and Budgeting - to negotiate with the authorities to obtain the necessary finance for the Centre and then to allocate these resources to the various activities comprising its work.

Representation

Each sub-committee would comprise at least one member of the management/advisory committee to ensure communication between them; the Director of the Centre or Deputy; practising teachers, including head teachers, who would represent the needs of the classroom teacher and who have a special interest and/or expertise in the subject; and 'experts' in the particular field of the sub-committee. For example, on the In-service Education Programme Committee, college lecturers, advisers, inspectors, etc. would be included.

The sub-committees would have the right to call in further 'experts' for one or more meetings to assist in formulating policy on any particular item under discussion at that meeting.

Frequency of Meetings

It is anticipated that sub-committees would need to meet some two or three times per school term at least. They would be free to call additional meetings as required but it is recommended that, so that they keep abreast of day to day and week to week developments, they should meet regularly and reasonably frequently.

Location of Meetings

As with the management/advisory committee, it is recommended that meetings should normally take place at the Teachers' Resource Centre. However, some meetings may need to be held elsewhere to assist with the topics under discussion eg. the library committee might meet at a local or regional library in order to learn about the techniques employed there.

Chairman

While the chairman can be any member of the committee selected for the job, it would be beneficial if it were one of those in closest touch with conditions and needs in the schools.

Secretary

It should be the job of the Centre staff to 'service' the committee by producing minutes and agendas etc. Thus whoever is on the Committee from the Centre might be the most appropriate person to be the secretary of the committee.

Term of Office

The term of office of a member of a sub-committee can be quite flexible though it is recommended that a two to four year period is the optimum to ensure the input of new ideas. As with the management/advisory committee, care should be taken that, where the Director is on secondment, members of sub-committees do not change at the same point in time as the Director to ensure continuity.

3. **Essential Matters for Management/Advisory or Sub-Committee Purview**

Allocation of basic matters of Centre policy to specific committees will mostly be implied in the name of the committee and, of course, the management/advisory committee holds overall responsibility for all aspects of Centre policy. The checklist below may be of assistance in ensuring that all items are covered.

(a) The Policy with respect to:

Staff appointments including secondment or permanency.
Policy concerning who may use the Centre.

Hours of opening.

Services to be offered.

Charges, if any, to be made for the use of the Centre.

Charges, if any, to be made for materials at the Centre.

Degree of community involvement.

Use of the Centre by other teacher bodies or other organisations.

(b) The programme of meetings, courses and lectures initiated by the Centre.

(c) The resources of the Centre.

(d) A network linking the Centre with users and other Centres and educational institutions.

(e) Finance and Budget.

(f) Newsletter.

(g) Social Programme.

(h) Community Programme.

(i) Centre Publications.

(j) Library.

(k) Evaluation of the Centre's work.

E PROGRAMME

Three different modes of initiating activities in the programme of a Teacher's Resource Centre exist and must be weighed for their inclusion in the structure of any one Centre.

Firstly, there are activities entirely initiated by the Centre, its programme sub-committee and its Director. The subject of such an activity will usually come from requests by

teachers and/or schools in the area and from new developments in education which it is important for teachers to hear about.

Secondly, semi-autonomous teacher groups such as associations of infant, mathematics, science, remedial teachers may exist in the locality receiving Centre support in their work but deciding on their own programme content.

Thirdly, there are activities for which the Centre may provide no more than the venue and publicity, but are run by outside agencies - inspectors, advisers, unions, colleges etc. - who are responsible for their format and content.

A decision, as part of local policy, will have to be made whether all three types of activity should take place in the Centre and if so roughly in what proportions. It would seem likely that Centre initiated activities will be the largest proportion of the programme in most Centres and the following relates to these activities.

In planning the Centre's programme every effort should be made to co-ordinate it with other providers of support services for teachers eg. colleges, universities, etc. - to avoid duplication and/or gaps in the range of work offered to the teachers of the area.

Teachers "vote with their feet" ie. they attend activities which they consider will repay them for their investment in time and energy by attending in-service education courses with immediate and long term rewards in the classroom. Topics should, therefore, mostly be ones which are immediately relevant to the teacher, or those seen as important for teachers working in the local educational system. Thus, if the Centre's programme is to attract teachers it must answer three criteria:

1. **Relevance**

The programme must offer topics that are relevant and of compelling interest to teachers. The activities should be organised in as participatory a manner as the subject allows ie. workshops and working parties, discussion or study groups, longer courses and lectures. The last of these being the least participatory, can nevertheless be used on occasions as an introduction or as follow-up from the considerations of a working party. However, even here, the lecturers should be briefed to allow adequate time for questions and discussion after their contribution. Some subjects which have been found to be relevant to teachers almost universally and might therefore be considered, from time to time, for inclusion in a programme are:

- Primary Mathematics
- The Changing Role of the Learner
- Art and Craft for the Non-expert
- Classroom Organisation
- Teaching Gifted or Less Able Children
- First Aid
- The Teaching of Reading
- Mixed Ability Teaching

In addition to the in-service education parts of the programme, the following will usually be found to be relevant and have already been discussed in greater detail in Section Two of the Handbook under Possible Functions of the Centre:

Support Services for Teachers (see Section Two, Part B) with workshop and resource facilities for such purposes as

reprographics, photography, art and craft, audio and video recording and the making of classroom aids.

Social and Recreational Services (see Section Two, Part D) for teachers where they and others involved with education locally can meet informally and interchange ideas.

Opportunities for Community Involvement in Education (see Section Two, Part D) where parents and others involved in education orientated local groups in the community can hold activities.

2. **Good Leadership**

The activities, whatever they may be, should always be led by people with first class practical experience in their subject. Preference should be given to those with relevant experience in the classroom rather than those who might hold high qualifications or prestigious posts but have little to offer that is relevant to the teacher in the classroom. This criterion should ensure that it is serving teachers who also have group leadership skills, for the most part, lead activities and share their current and relevant on-the-job knowledge with their colleagues.

3. **Publicity**

The Centre must ensure that its programmes are given the widest publicity in the schools it serves, for the aim of this publicity is to ensure that every teacher in these schools is fully aware of what the Centre has to offer in terms of programme and resources.

While it is true that nothing succeeds like success and there is no better publicity for the work of a Centre than satisfied teachers speaking with their colleagues, there are nevertheless

a number of concrete steps which it is possible consciously to consider for implementation in order to publicise the work of the Centre. These include:

A Termly Programme (What's On)

- To provide details of speakers, dates and times of all activities
- To be circulated to all schools and available on the first day of each term
- With the entire programme for the whole term laid out together with application forms for each activity to enable teachers to plan their termly in-service education involvement
- With supplements sent out during the term which will include additional activities and courses, including those arising out of the need to follow up an earlier meeting, etc.

A Teachers' Resource Centre Correspondent

- A teacher in each school to act as the liaison between the staff and the Centre.
- To bring Centre publicity material and activities to the attention of teachers likely to be interested in the topic.
- To feed back to the Centre the reactions of individual teachers and the staff as a whole to the Centre's programme and individual activities.
- To inform the Centre of subjects requested by colleagues for inclusion in the Programme.

Centre Staff Visits to Schools

- Regular visits by the Director and staff in areas where distances permit this.
- Meetings with Headteachers and/or staff in break-time.
- Informal chats with individual staff members.
- Liaison with Headteachers regarding the in-service education needs of teachers in the schools.
- Consultations with Heads of Department and/or Headteachers on best ways to ensure the implementation of the outcomes of in-service education.

A Termly Newsletter

- Containing articles on current developments in education locally and nationally.
- Reports of courses and meetings which have taken place at the Centre for the benefit of those who were unable to attend.
- Reviews of books and equipment.
- To provide a means for teachers to communicate with each other regarding ideas, methods, approaches, etc. Giving information where cheap materials may be obtained, such as factories with scrap materials, etc.

Local Radio and/or Television Advertising

- Especially where teachers are more isolated eg. in scattered islands, it could be difficult for printed communication to reach them speedily. It may, therefore, be particularly useful to advertise the

Centre's activities through the local radio and/or television in these areas as well as in all other areas.

- Reminders about forthcoming activities and notice of last minute cancellations can also usually be put out over local broadcasting stations.

Exhibitions

- Where exhibitions are organised, from time to time, to display work of particular interest produced by pupils in a school, or work resulting from a workshop course at the Centre, these can serve to draw the attention of a wide cross-section of teachers and the public to the Teacher's Resource Centre and enhance the process of cross-fertilisation of ideas between schools and teachers.

Sampling Teachers' Needs

When the annual policy for the content of the Centre's programme is being formulated, the opinions and requirements of teachers will need to be ascertained. This can be done in a number of ways.

- A questionnaire to every teacher in the area with multi-choice and open-ended questions concerning subjects for courses, workshops, working parties and lectures.
- Through the Resource Centre School Representative referred to above.
- A "Suggestions Box" located at the Centre for visitors to drop in their ideas.

- Subject associations could be encouraged to feed back to the Centre suggestions for activities in their special field and for follow-up courses, etc.

F. STAFF

1. Characteristics, status, etc.

Just as the status and character of a school is very much dependent on the charisma exhibited by the headteacher and staff, so it is also true to say that the image of a Teachers' Resource Centre is equally, if not more, related to the persons appointed to be in charge and those working on the staff. On the staff's approach to their task will depend the effectiveness and development of the Centre.

The task of running a Teachers' Resource Centre calls in the first instance for "openness" - a willingness to listen to and take into serious consideration opinions and views which may not be the same as, or even run counter to, those held by the Director. It requires the openness which enables one to give the other view a sympathetic hearing and a background in education which enables the Director to discuss class teaching-related topics from a fund of personal experience. Thus the Director, and other professional staff, should have been active teachers for a number of years, and experience in both primary and secondary schools is desirable.

Since much of the work of running a Centre will also involve administration and organisation, ideally those entrusted with the task should have shown these abilities in their past career. A knowledge of educational technology in its broadest sense - a systems approach to education as well as know-how with various types of hard and software - is another prerequisite for a post which will require the holder to act as a

catalyst or change agent in the educational system of the locality. Though the work of a Centre will encompass the whole breadth of curriculum subjects, it is not expected that the Director should be "an expert" in all or even most of these. The Director will rather need to act as an entrepreneur, knowing where to direct clients to receive the best possible advice and assistance. A good knowledge of the area and those involved in education within it are also important for the post.

The choosing of the Director and staff of a Centre will be critical to its future success and, therefore, should be approached most carefully. Neither the need to remove someone from another place to ease friction nor the desire to "reward good service" should ever influence such an important appointment. Careful consideration should be given to whether the appointment will be made on secondment for a limited period, as has been successfully done in some countries, or whether it should be a permanent appointment, which has also proved successful in practice. In many, if not most cases, the person appointed will have served in a post of responsibility or even as a headteacher in a school and shown abilities of leadership etc. in this position. In some areas it might also be thought possible to consider headteachers who have retired but have much still to offer in terms of experience and "openness".

The salary structure for the staff of a Centre and its Director will have to take into account the unusual hours they will be required to work - much of the Centre's work will be in the afternoon and evening, during school holidays, and even at weekends when teachers are free to attend - and take into account the need to compensate for the considerable travelling to schools and other establishments which will be necessary. A possible approach would be to base the salary of the Director

on that of a headteacher with the point of entry onto the scale based on the number of educational establishments and/or teachers in the Centre's catchment area.

Clearly, the status the employing authority attributes to the work of the Centre will be reflected in the salaries, professional status, etc. it awards the Centre's staff. Teachers will understand when an authority is only paying lip service to the idea of a Teachers' Resource Centre, or conversely, when it gives it high priority in the system, and they will react to it accordingly.

2. **Complement**

The role of a Teachers' Resource Centre will differ greatly from country to country and even within any one country. The number of people on the staff of the Centre will depend on the role the Centre fulfils, the number of teachers in its catchment area, how many of the possible functions of a Centre it undertakes (see Section Two of this Handbook), its size and the amount it is used. In some circumstances it is possible that the full complement might even include a number of volunteers within it. The advisers, inspectors, and other specialists serving the area could also be sited at the Resource Centre and operate from it while contributing to the service it provides, so long as they accept the non-hierarchical nature of any work they do while at the Centre.

As the work of the Centre expands in volume and variety, it should be possible to recruit more staff. In every Centre, however large or small, the following tasks will have to be carried out, though in many cases not by separate individuals:

Leadership	- Planning and direction of the Centre's educational and organisational policy - Publicity and public relations - Contacts with schools, colleges, administrators, etc. - Budgeting and planning future developments - Involvement in Centre activities - Counselling and advice - Evaluation and assessment
Secretarial	- Correspondence - Photocopying - Duplicating and distributing notices sent out to schools - Typing of masters for reproduction - Reception and enquiries
Accounting	- Centre accounts - Receipt of cash for materials sold, hire of rooms etc. - Payment of bills and/or salaries, if not carried out centrally by education department
Technical	- Printing - Graphics - Recording, audio and video - Library, print and non-print materials - Repair and maintenance of Centre equipment - Repair and maintenance service for school equipment, where applicable
Catering	- Light refreshments for visitors - Snacks or meals for all-day and longer activities - For residents, where accommodation is provided

Maintenance
- Cleaning
- Gardening
- Repair of building
- Security of building

Transport
- Mobile Centre and/or workshop for equipment repairs
- Centre transport for staff, lecturers, course participants, etc. where these are provided

The diagram on page 101 indicates the four broad categories into which these tasks can be divided and may help in planning staff appointments, a balance being struck between the number of staff appointed in each category. It would be advisable if, as a minimum, a new Centre would appoint one person in each category though they need not be full time appointments in each case.

The Centre would not usually have a resident team of lecturers or workshop leaders but would "buy-in" the most appropriate people for those tasks according to the programme requirements. In the first instance, one would usually look to local educationists with relevant knowledge and competence in the topic required but those from other areas with innovations, experience and ideas to share and transmit would also be invited.

Employment as a member of staff of a Teachers' Resource Centre should be seen as an opportunity for enriching work experience and broadening horizons. It should, as far as possible, be planned as part of the individuals' career development, enabling them easily to return to their previous post or another suitable position without loss of status. Indeed, the experience of work in a Teachers' Resource Centre would normally be expected to lead to promotion.

PROFESSIONAL
Director
Deputy
Librarian
Other educationist

SECRETARIAL
Secretary
Receptionist
Copy typist
Accountant

TECHNICAL
Media Resource Officer
Graphic Artist
Printer - for printing duplicating, collating etc.
Audio, video and/or micro-computer technician

ANCILLARY
Catering assistant
Caretaker - Janitor
Transport officer Warden for residential services

G. EQUIPMENT

The choice of equipment for a Teachers' Resource Centre should be made after careful consideration of a number of factors and after consultations with the potential staff, where a new Centre is being planned, and with technical experts in each field. As has been suggested earlier, it is often better to "start small" and expand a Centre as need for its services grows. This is also true where equipment is concerned, and it is advisable not to overstock a Centre with sophisticated equipment in the hope that a use for it will be found, but rather to build up gradually. Such a consideration is frequently, in any case, theoretical as funds will limit the purchases which can be made.

1. Considerations Influencing Equipment Selection

Centre Policy and Priorities

The decisions regarding the equipping of a Teachers' Resource Centre will reflect the priorities and policy of the Centre. The equipment of a Centre emphasising the material and resource side of its work, will be distinct from that of a Centre emphasising the in-service education aspect.

Available Funds

Restrictions on funds available will create a need for critical decision making. Ideally, a Centre should be an example to the teachers it serves in the style and standard of its equipment and its general furnishing. But, the expenditure that this will absorb will have to be carefully judged against the wish to provide greater quantities of equipment for its users. However, it is recommended that it is preferable to purchase less equipment and maintain quality than vice versa.

Availability of Equipment

When there are a number of similar products on the market, the pros and cons of purchasing locally produced or locally marketed equipment against imported but possibly superior equipment will have to be weighed up. The availability of spares and/or servicing facilities are critical factors in selection. On-going availability on the local market and any discount available on products must also be taken into account.

Appropriateness in Local Terms

Centres will usually be local "trend setters". Educational establishments will turn to the Centre for advice on the best equipment to purchase.

- Centres' equipment should be compatible with that in use in schools and other establishments in order that software produced at the Centre can be used on their equipment eg. television and micro-computer programmes.
- The level of "sophistication" of Centre equipment should be carefully considered. Unless training courses are planned to teach new skills, equipment should not be beyond the operating skills of local teachers.
- The Centre should not, however, duplicate equipment already available in all schools except where it is required to service activities (workshop etc.) taking place at the Centre.

2. **Equipment Requirements of a Centre**

The exact requirements of any Centre will depend on the scope of the functions planned for its programme. The following checklist covers the needs of even the most ambitious Centre:

Equipment for the Administration Areas

- Office equipment for administrative offices viz. Director and Deputy, Secretary, Receptionist, Typist, etc.
- Ample notice-board and filing facilities.
- At least one external telephone line.
- Safe or other security arrangements.
- Vehicle/s for equipment and/or personnel (and for Mobile Centre where this applies).
- Comfortable furniture for Waiting Room.

Equipment for Educational Activities

- Stackable and other types of tables
- Stackable and other types of chairs
- Moveable screens

(all these to be aesthetic and adult to create a welcoming atmosphere)

- Overhead projector/s
- Filmstrip and slide projector/s
- Video cassette and/or reel to reel recorders and monitors
- Screens
- Tape recorders
- Micro-computers

(these for use by visiting speakers etc.)

Resource Equipment

- Workshop furniture
- Machinery for workshops
- Tools
- Materials viz. art and craft, wood and/or metal
- Exhibition furniture
- Machines for reprographics

- Studio equipment viz. photographic, sound and television recording
- Darkroom equipment
- Micro-computing hardware and software

Equipment for Leisure and Recreation Areas

- Catering equipment viz. crockery, cutlery, cooking utensils, cooker (stove), table cloths, etc.
- Pictures and/or photographs for wall display
- Table tennis, billiard and/or snooker tables (easily storable types when not in use)
- Chess, scrabble and other board games, playing cards
- Sports equipment for those sports to be offered.
- Beds and bedding, tables, washing and bathing facilities where sleeping accommodation is to be available

Other Equipment

- Floor covering
- Light fittings
- Sign posts - both leading to the Centre and for reaching rooms within it
- Room name-plates
- Cleaning equipment
- Gardening tools for staff
- Disposable materials for toilets and washrooms
- Waste paper baskets and larger containers to cope with considerable demand for waste disposal

Clearly it is not possible to provide an exhaustive shopping list for all the equipment required in Teachers' Resource Centres, but the above should raise some of the main issues to be considered.

H FINANCE

Although the financial resources available to establish and maintain a Teachers' Resource Centre will vary considerably from country to country, from region to region, and from time to time, the principal areas of expenditure remain remarkably constant. The two major items are the capital costs incurred in establishing the Centre and the running costs involved in the day-to-day operation and maintenance of the Centre.

1. Establishment Costs

Site
- purchase or lease
- groundworks
- drainage.

Building
- purchase of existing premises
- modification of the existing building or
- redecoration of the building
- design and erection of a new building.

Access
- driveways
- parking area.

Grounds
- lawns, gardens, trees and shrubs.
- fences, hedges, entrance ways

Furniture and Fittings
- floor covering
- curtains and blinds
- light fittings
- office furniture and fittings
- education areas furniture and fittings
- kitchen furniture and fittings
- display panels
- direction signs and room name-plates

- security fittings

Equipment*- office
- kitchen
- photocopying or duplicating
- audio-visual (recorders, projectors, micro-computers)
- plants, plant holders, pictures etc.
- specialist (workshops, printing, library, photographic darkroom)
- equipment for loan
- cleaning and grounds maintenance
- Centre vehicles

(* Including installation charges)

Materials and Resources

- office requisites including stationery, letterhead paper, etc.
- materials for courses and other Centre activities
- film, audiotapes, videotapes, computer discs
- reference books
- resources for loan

Storage Facilities

- filing cabinets
- storage cupboards
- shelving units
- safe

2. **Running Costs**

Staff Salaries

- full time/part-time
- professional/ancillary
- caretaking, cleaning and grounds

Office
- stationery
- postage
- telephone rental and tolls

Publicity
- printing
- advertising

Resources
- new media software viz. library books, tapes, slides, films, computer programmes
- art and craft materials
- other consumable materials

Equipment
- up-dating of equipment as demands increase and new equipment comes on the market.

Furniture
- as Centre usage and premises grow.

Building & Grounds
- repairs and maintenance
- security
- cleaning
- heating, lighting and water
- insurance

Transport
- vehicle/s running cost
- travel allowances for staff and/or teachers

Capital Depreciation and Obsolescence

Funding

In many cases, the establishment of a Teachers' Resource Centre will be through funds allocated by the Department (Ministry) of Education. In some cases, particularly where community education is seen as a major function of the Centre, other government departments may be involved. In other situations, local authorities may bear part or all of the costs

or, through a co-operative society, those using the Centre may pay a proportion of the running expenses.

Whatever the source of the funds, however, the management committee of the Centre must have the right to decide on their allocation. A budget should be submitted by the Centre Director to the Management/Advisory Committee and, once agreed, the Director should have the responsibility for expenditure within its guidelines.

A record of income and expenditure - moneys received, invoices paid, receipts written, etc. - should be kept by the Centre and be available each year for audit and as the basis for an annual financial statement to the funding agency/ies. Most countries will have established financial procedures for co-operative or incorporated societies, for high school boards of governors and other bodies similar in composition and function to a Teachers' Resource Centre management committee, and these procedures or other similar ones should be examined and followed. Such procedures will include recommendations (or regulations) regarding such matters as insurance, investment, purchase of capital items, replacement of capital items, trading functions, accumulation of funds, etc.

3. Cash Sales

Some Teachers' Resource Centre are able to have a trading account. This might be built up as a result of sale of goods and/or services at the Centre (teaching aids, photocopying, laminating classroom materials, stationery, audio-visual items), through 'bulk-buy schemes' to schools initiated by the Teachers' Resource Centre, or by the sale of teaching resources produced by the Centre. The profits of such trading can usually be used in the purchase of further stock or to employ staff for this part of the Centre's work but are sometimes also

available for the improvement of resources, facilities and equipment at the Centre. In any case, funds obtained in this way must be subject to independent audit - just as with the main account - and usually the controlling authority will require an annual statement of all financial assets of the Centre.

A system of payment for these items will also have to be decided upon. In some cases this might be "cash on delivery" with teachers and/or schools making actual cash payments. In other cases it may be possible to set up a system whereby the purchaser simply signs a form which enables the Centre funds to be credited with the amount involved while the school's funds are debited a similar sum; alternatively, the school can be invoiced by the Centre. This system has much to recommend it as it avoids the need to have sums of cash floating around and obviates the need for teachers to lay out sums from their personal money. Possibly a combination of the two systems might be the ideal solution allowing small sums to be paid in cash (photocopying etc.) by individuals and larger amounts to be directly transferred.

4. **Internal Funds**

Most Teachers' Resource Centres have a small social fund or 'Tea Account' which covers day-to-day catering receipts and payments and which builds up to cover incidental expenses on a 'petty cash' basis. The flowers, farewell gift, get-well card, pot plants, piece of pottery, taking a visitor to lunch ... these, and other small expenses which contribute so much to the friendliness and welcome of a Centre, should be independent of the main accounts.

I DAY TO DAY RUNNING

Any institution, however relevant its philosophy to the needs of

its target population and however accurately this philosophy is interpreted into its aims and objectives, will stand or fall by the style and atmosphere it creates in its daily contacts with its clientele. The ability of students speedily to ascertain the "hidden curriculum" of a school or college has been well documented by Benson R Snyder (1971)*. It is clearly even more relevant to the needs of a Teachers' Resource Centre to ensure co-incidence between its stated aims and the way it seeks to implement these in its day-to-day contacts with teachers. Only in a welcoming, caring, receptive and open atmosphere can the principles outlined in previous sections be sincerely implemented. To prescribe how it should be done is not easy but there are certain basic assumptions that can be made:

- The Centre will be open at times convenient to and agreed by teachers and other local users. When the Director is not present, other staff members will greet visitors and talk to them giving whatever help the Centre can command.

- The atmosphere, in and the component parts of the Centre - the staff, programme, work areas, the decor, etc. - will indicate the high standards it sets, and the standards it hopes will be found acceptable by teachers. Adherence to these standards will draw people into the Centre. Failure to maintain them may turn people away. A Teachers' Centre should therefore be an interesting, lively working place or it will risk being empty.

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* Benson R Snyder : The Hidden Curriculum, M I T Press London and Massachusetts.

- Apparatus will be in its appointed place, and available for use.

- Outstanding work done by children and teachers will be prominently displayed. Such displays will be changed frequently.

- There are less obvious qualities which will ensure the development of the Centre viz. the thoughtful reception of visitors, the use of available time, and the sensitive use of informed people to help teachers with their enquiries and problems. These will promote a clear awareness of the Centre's priorities. With this awareness, the contribution of the Centre and its Director will become manifest and establish their position as catalysts for progress.

- The daily interchange of thinking among the staff of the Centre working as a team will sharpen their appreciation of needs and enthusiasms and help to shape the Centre's policy.

- Systematic visits to schools by the Director and Centre Staff and expeditious correspondence with teachers will promote the Centre's credibility in their eyes.

- Workshops, whose emphasis is clearly chosen, will render to teachers the professional assistance which they need. Such workshops will identify with schools which have special needs and utilise the expertise of those which have made outstanding progress.

- Working parties will be established to enable teachers to examine relevant topics of the curriculum, class organisation, examinations, evaluation, etc. which

need re-examination at a particular point in time. These working parties will enable teachers to make a maximum contribution from their practical experience while, in exchange, recovering additional input from other experts in the field.

- The Centre will enlist and welcome all possible available help from educational counsellors and institutions locally, regionally and nationally viz. advisers, inspectors, college of education lecturers, university personnel, industry and ancillary services of the local authority.

- The advisory staff, the inspectorate and the educational administrators, will contribute to the Centre their own ideas and their expertise. They will also participate in the decision making processes of the Centre.

- The Teachers' Resource Centre will weave the various educational agencies and the almost untapped expertise of the teaching force into its own democratic patterns through its committees, its co-operative style of work, and its empathy with its clients so that its work will win the confidence of the administration and the trust of the teachers and community. In this way the Centre will establish for itself an influential place in the evolution of educational advance.

J. NETWORKING

The Teachers' Resource Centre will be part of two distinct networks. Firstly, it will be part of the local, regional and national pattern of educational provision. Secondly, it will,

ideally, from a part of a regional, national and even international network of Teachers' Resource Centres and their Directors.

1. **Educational Provision Network**

While each centre will bear its own imprint it will also be conscious that it has a place in a national education pattern. In its own area it is the hub of a wheel but it interlocks with other wheels which bind the various geographical districts into a coherent educational pattern. Each Centre will fulfill its responsibilities in response to the needs of teachers and the community in its own immediate area, but its value in the delivery system demands that it is aware of the regional and national educational policy of the country as a whole.

The overall responsibility for the provision of education rests with the Ministry of Eduction. This responsibility is often delegated to local authorities and, in its implementation, the Teachers' Resource Centre will have an important role to play.

The advice of advisers and inspectors, the counsel of counsellors, the hopes and aspirations of parents will all add relevance and depth to the support which the Centre is able to give to various links in the educational network. Difficulties which are common to many schools will be channelled to the Centre, while the initiatives which other schools launch should be reinforced there, so that the work of a successful Teachers' Resource Centre is a subtle exercise in co-operation and networking to improve educational provision.

The Centre acts as a reservoir into which various streams of thinking flow and mingle and are then directed into the schools for the benefit of all members of the community.

2. Teachers' Resource Centre Network

In the last two decades Teachers' Resource Centres under various names have been established in many countries of the world and the number in countries of the Commonwealth is still growing.

In the early days, the new phenomenon represented by these Centres found some difficulty in finding its place and becoming recognised among the agencies providing teacher education and in-service education. However, the gradual growth of networks of leaders of these Centres on a regional and then a national basis, has seen increased recognition in many countries, albeit on a very limited scale. The first International Conference on Teachers' Centres was held in Israel in 1981. Since, in most areas, Centres represent a trend towards more teacher participation as providers and decision makers in their own in-service education, their development was in line with the move towards greater grassroot involvement in the community as a whole which marks the second half of the twentieth century. Hence, through the newly established networks of their leaders, they have developed into an additional agency which the Ministry must recognise when it consults with those involved in teacher in-service education.

This places two responsibilities on networks of Teachers' Resource Centre Directors. The first is to act as a forum for the interchange of ideas as between different Centres and their Directors, and a vehicle for their own in-service education as Directors in this field. The second is to act as a representative voice in all the decision making bodies, regionally and nationally, on the future of the organisation and content of teacher in-service education.

Thus it is deemed advisable in countries where a system of Teachers' Resource Centres already exists, or is gradually growing, for these Centres to initiate contacts between their staffs. Even if this is at first on an informal basis, occasional meetings could be held in each other's Centres to discuss common problems and evolve common ideas. In this way, one can gradually build up regional and national networks of Teachers' Resource Centres and their leadership. This will establish the Centres as part of the recognised system for teachers' in-service education of the country.

A handbook for teachers and those responsible for supporting them with the facilities and resources that teachers centres can offer.

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